On Track 2

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Teoksen tai sen osan muuntelu on kielletty.

Foreword

We hope you had fun on the first part of your journey with On Track 1. Now the journey continues. On Track 2 will take you deeper into the world of English, helping you to develop all of your skills and become the best English user that you can be.

- **Listening** and understanding what other people say is one of the most basic language skills. Before you can have a conversation, you need to understand what people are telling you. On Track 2 offers you a lot of listening practice. The more you listen, the easier it gets to understand spoken English, whatever accent you are hearing. Remember to go online and listen to the texts, too.

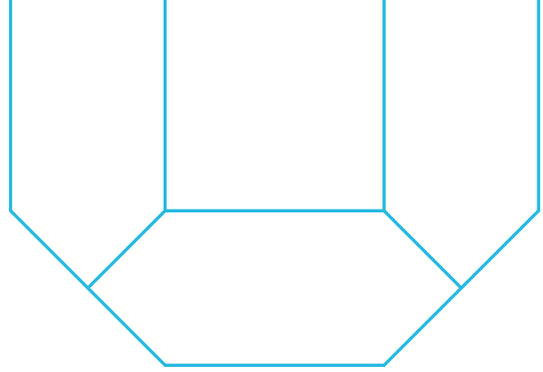
- Use every opportunity this textbook offers you to practise **talking** in English. The more you talk, the more your confidence will grow. Whether you are in school, at work, or travelling, your ability to talk in English is a valuable skill to have.

- The ideas brought forth in the texts hopefully inspire you to read more. Our Octopus logo will remind you where to **go online** to delve deeper into the themes provided by the texts.

- Talking, listening and reading in English all help you to become a better **writer**. Remember to use the online *How to write* section when tackling writing tasks. There you will find handy hints about how to write a variety of different types of texts including letters, speeches and dialogues.

We want you to succeed in learning English. On Track 2 offers you a steady ride and a clear direction in which to continue your journey into the world of English. All you need to do is to stay on board and be active.

On Track 2 is ready to go.



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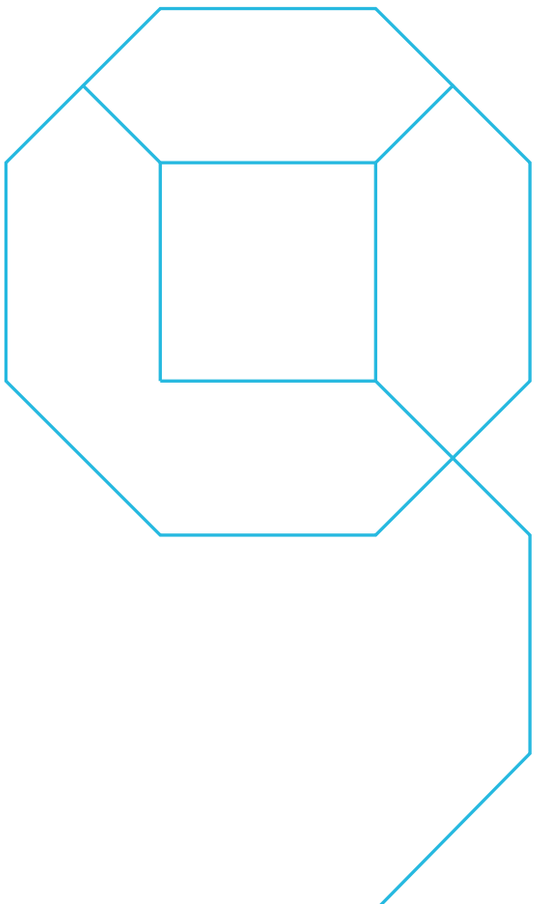


Precourse

Work in groups of three. Take turns throwing a dice. Choose a question from the box matching the number you got and answer the question.

Mind, body, health

What causes stress?
How can you relieve stress?
How often do you eat fast food?
What is the strangest food you have eaten?
Describe a healthy breakfast.
What foods do you think are healthy?
What do you do if you can't go to sleep?
When was the last time you were ill?

Social life

Describe one of your friends.
What qualities are important in a friend?
How do you keep in touch with long distance friends?
What do you enjoy doing with your close friends?
What should a friend never do?
What is the strangest gift you have ever received?
What do you and your family like to do together?
Who is your favourite relative?

Dreams, goals

If you had lots of money, what would you do with it?
What are your goals for the future?
What skill would you like to learn?
What is your best personal characteristic?
Who has been the biggest inspiration in your life?
If you could visit any place in the world, where would you go?
Where will you be 10 years from now?
Would you move abroad to live? Where?

Free time, hobbies

Describe a perfect weekend.
What did you do on your summer holiday?
Talk about your hobbies.
Which hobbies are free?
Which hobby would you like to try?
Which sport or activity would you never try?
What are the best ways to relax?
What is your favourite holiday?

Entertainment

What are your favourite bands?
What are your all time favourite movies?
What is the worst movie you've ever seen?
What is your favourite song?
What was the first live concert you went to?
What sports do you enjoy watching?
Which TV series do you watch regularly?
Would you ever go on a TV reality show? Which one?

School

What is your favourite subject at school?
Which school subject do you dislike?
Why did you choose this school?
What is your best memory from school?
Who was your favourite teacher in comprehensive school and why?
If you could change one thing about this school, what would it be?
What do you keep in your school locker?

UNIT 1

Game on

Topic 1

Free time survey

Life is a game. Play it. *(Mother Teresa, Catholic nun)*

1A **In pairs, go through the list of free time activities on the inside cover of On Track 2. Did you find your own hobbies or interests? Talk to your partner for two minutes about your hobby or how you spend your free time. Use the following questions to help you.**

When did you start your hobby?
How often do you do it?
Is it expensive?
What equipment do you need?

Start your talk with one of these phrases:

My hobby is (blogging).
I am into (jogging).
I go (bowling) in my free time.
I take a (piano) lesson once a week.
I go to (football) training three times a week.

If you don't have a hobby, tell your partner why not.

- What would you like to do? Why?
- What would you definitely not do?

The sweet state of doing nothing.

INFO BOX

Lazy time

What many of us do in our free time

- laze around/about
- have a night in / stay at home
- surf
- have a night out / go out
- chat
- curl up with a good book / a cup of coffee
- use apps
- take it easy
- channel hop/surf
- text
- enjoy a little downtime
- unwind
- enjoy a little me-time
- put one's feet up

1B In text 1 you will find out more about the top ten leisure activities for British 16–18-year-olds. Before you read the survey, take a look at this list of free time activities and rate them in order of your personal preference from 1 to 10.

- ☐ Eating out
- ☐ Gardening
- ☐ Going to clubs/discos
- ☐ Going to the cinema
- ☐ Listening to music
- ☐ Reading
- ☐ Shopping
- ☐ Spending face-time with friends or family
- ☐ Doing sport or exercise
- ☐ Watching television

Personal dictionary

1C Increasing your personal vocabulary bank is one of the most important goals of learning a language. The more words you know, the more you will understand, and the better you will express yourself.

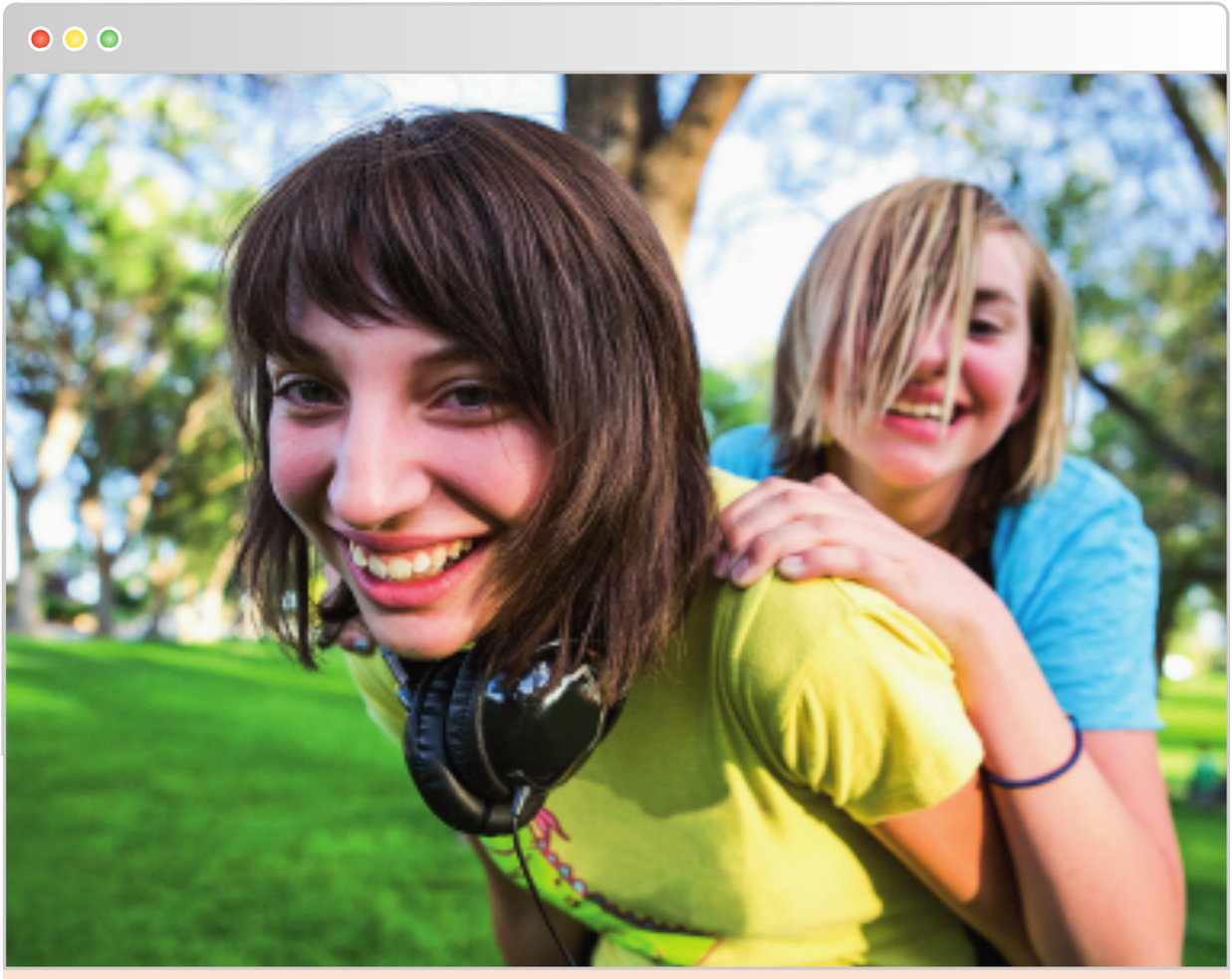
Make sure you know the following words from text 1. First guess the meaning, then look them up in the vocabulary app if necessary. Write down the Finnish translations in the text vocabulary list on p. 13.

1 according to
2 streaming service
3 despite
4 film release
5 cite
6 upscale
7 gender gap
8 fiction
9 non-fiction
10 exclusively

Topic 1 Key text

Free time survey

This is a summary of how young people in Britain like to spend their free time. It is based on a government survey on social trends.



1 According to the UK Office for National Statistics, the most popular free time activity for British 16–18-year-olds is listening to music. This includes music on the radio, music downloads or music that comes through streaming services such as Spotify.

2 Watching TV is the second most popular activity despite the attraction of computer games. However, TV programmes and films are increasingly watched online via a range of media devices such as tablets, laptops and even mobile phones.

3 Although spending time with friends or family came a surprising third on the list, this only includes face-to-face contact. If contact via mobiles and social networks is included, this activity rises to the number one position.

4 Despite complaining about the rising cost of tickets, young people make over 70 million cinema trips a year to watch the latest film releases. This makes going to the cinema the fourth most popular free time activity.

5 Shopping is cited as the fifth most popular activity for this age group, although women rated the activity more highly than men. A visit to the stores is still more popular than online shopping.

6 Eating out is more popular than any form of exercise or going to clubs. However, 16–18-year-olds do not go to upscale restaurants. They prefer fast food restaurants and other inexpensive eateries.

7 Taking exercise is the seventh most popular leisure activity. Young Brits favour gyms and indoor sports centres for their physical exercise, a preference which may be attributed to the weather.

8 The eighth most popular activity is going to clubs or discos, although teenagers living in cities rated this activity higher than those living in smaller towns.

9 The ninth most popular leisure activity is reading. There is a gender gap here, with women reading more fiction, while young men tend to favour non-fiction. Many of this age group read an online newspaper, although the average time spent reading news from the internet is only 1.5 minutes a day.

10 Although only a very small percentage of the respondents mentioned it, gardening was cited as the tenth most popular free time activity. It is, however, almost exclusively favoured by rural teenagers. Urban teenagers hardly rated the activity at all.

Source: Taking Part: The UK Survey of Culture, Leisure and Sport, Department for Culture, Media and Sport

summary /sʌməri/ tiivistelmä
***be based on** /biː beɪst ɒn/ perustua johonkin
government /gʌvənmənt/ hallitus, valtion-hallinto
survey /sɜːveɪ/ kysely, tutkimus, gallup
social /səuʃl/ vapaa-ajan, yhteiskunnallinen, sosiaalinen
trend /trend/ suuntaus, kehitys
according to /əˈkɔːdɪŋ tu/

---

national /næʃənl/ kansallinen
statistics /stəˈtɪstɪks/ tilasto
streaming service /striːmɪŋ sɜːvɪs/

---

despite /dɪˈspaɪt/

---

attraction /əˈtrækʃn/ vetovoima, viehätys
increasingly /inˈkriːsɪŋli/ kasvavassa määrin
a range of /ə reɪndʒ əv/ jono, rivi, sarja
device /dɪˈvaɪs/ laite
include /ɪnˈkluːd/ sisällyttää, sisältää
face-to-face /feɪstufeɪs/ kasvokkain, kasvokkainen
film release /fɪlm rɪˈliːs/

---

cite /saɪt/

---

rate /reɪt/ arvostella, arvioida; määrä, suhde, vauhti
upscale /ʌpˈskeɪl/

---

eatery /ˈiːtəri/ ruokapaikka, (lounas)ravintola
favour /feɪvə/ suosia; palvelus, suosio
preference /prefərəns/ mieltymys, valinta
attribute to /əˈtrɪbjuːt tu/ katsoa johtuvan
gender gap /dʒendə gæp/

---

fiction /fɪkʃn/

---

non-fiction /nɒnfɪksn/

---

respondent /rɪˈspɒndənt/ vastaaja
exclusively /ɪksˈkluːsɪvli/

---

rural /ruərəl/ maalaismainen, maaseutu-
urban /ɜːbən/ kaupunkimainen, kaupunki-

1D After reading the survey of free time activities summarise the results in Finnish in your notebook. Follow this example.

	Activity	What is said about it?
1	Musiikin kuuntelu	radiosta tai suoratoistopalveluista, esim. Spotify
2		

1E Compare the results of the survey to that of your own preferences in exercise 1B. Were there any differences? Try to explain the differences. Was there anything that surprised you? Discuss your answers in small groups.

Phrase hunt

1F **Find the following expressions in the text.**

1 musiikin kuunteleminen _____

2 toiseksi suosituin _____

3 elokuvia katsellaan netissä

_____

4 oli yllättäen kolmantena _____

5 listalla _____

6 nousevat hinnat _____

7 suositumpi kuin _____

8 halvat ruokapaikat _____

9 liikunnan harrastaminen _____

10 joka saattaa johtua _____

1G **Translate the following sentences into English. Exercise 1F will help you.**

1 Onko liikunnan harrastaminen suositumpaa kuin musiikin kuuntelu?
2 Elokuvia katsellaan netissä. Se saattaa johtua elokuvalippujen hintojen noususta.
3 Halvoissa ruokapaikoissa syöminen oli yllättäen kuudentena.
4 Shoppailu oli listalla viidenneksi suosituin.

Music to my ears.

Case report: A day in the life of Ed Wheeler

UK government statistics give us a general idea of how young people spend their free time. Here, sixteen-year-old Ed Wheeler gives a more personal perspective. He lives in Leicester with his mother and his thirteen-year-old sister Rebecca. This is how he spends an ordinary Saturday.

Saturday morning

Wake up when Tigger – that's the cat – jumps on my bed. Forgot to close the bedroom door. Carry Tigger out of the room and close the door. Try to go back to sleep. Can't, so I read a chapter of *Lord of the Flies*. That's the book we're doing at school. Still can't get to sleep. In the end, I get up and go for a jog by the canal. I have to get in shape now that I'm in the school football team. Hardly anyone around because most people are enjoying a Saturday lie-in. Thanks Tigger!

When I get back, Mum's up and asking if I fancy a fry-up. She's started doing fried breakfasts on Saturdays because the smell of bacon is one of the few things that will get my sister out of bed in the morning. Sure enough, Bec wanders into the kitchen five minutes later. She offers to do the weekend shopping with Mum. I should explain that this is not normal for my sister. She's just trying to get into Mum's good books so she can have her mobile back. Mum confiscated it after she caught her texting her friends late at night when she should've been sleeping.

Get a text from Gary – also on the school football team. He's heading into town later with Joel, a friend from youth club, and asks if I want to join them! Mum agrees to drop me off if I do the hoovering. It's blackmail, but it works.

Meet Gary and Joel outside the library as arranged. Joel has to return some books he borrowed. He calls them graphic novels, but they look like comic books to me. Then we go to Joel's place for something to eat. Not much in the cupboards, but we find a box of pizzas in the freezer and stick them in the microwave.

→

Saturday afternoon

Next we head for the sports shop to get football boots for Gary. As always, we get followed around by the security guy. Why do they think every teenage boy is a shoplifter? Shopkeepers are always complaining about young people showrooming, but treating us like criminals isn't going to make us loyal customers.

After shopping we go back to Joel's place to chill out. I have the bright idea of catching a movie in the evening. Joel would like to see a zombie movie and offers to buy us popcorn if we agree! We agree. Then we start playing video games, but it's a bit boring as there is only one controller. Watch video clips instead. The one of a dog doing Taekwondo is brilliant.

Saturday evening

The movie is supposed to be a zom-com, but it's not scary and it's not funny. You can see the glow of tiny screens as people while away the time texting. I get a text from Bec asking where I am so I guess she's got her phone back from Mum.

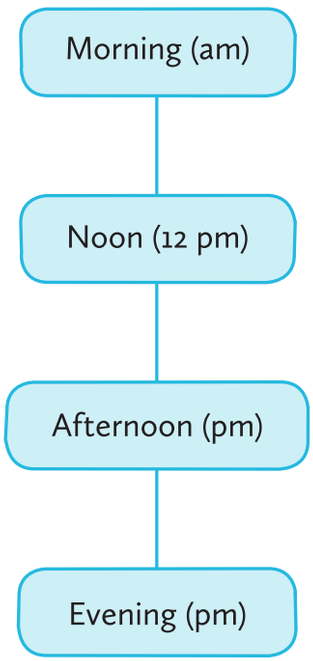
After the film Gary and Joel want to go on to the youth club disco. Thanks to Tigger, I'm feeling shattered! I decide on an early night, and catch the bus home.

In the early hours of the morning, Mum knocks on my door and asks if Tigger is in my room. She says he went out through the cat-flap to do his business in the garden, and he hasn't been seen since. I help her check the house. No sign of the beast. In the end we find Tigger in the tool shed. The wind must have shut the door behind him, so he got trapped. Not that Tiggs seems to mind. He's fast asleep on a bag of compost. At least one of us is getting a good night's sleep!

perspective /pə'spektɪv/ näkökulma, perspektiivi
chapter /tʃæptə/ luku, kappale
***get in shape** /get ɪn ʃeɪp/ kohentaa kuntoa, treenata
lie-in /laɪɪn/ pitkään nukkuminen, sängyssä makoilu
fancy /fænsi/ haluta jotakin, toivota, olla ihastunut; mielikuvitus, mieltymys
fry-up /fraɪʌp/ paistinpannussa tehty aamiainen tai muu ruoka, englantilainen aamiainen
***get into someone's good books** /get ɪntu 'sʌmwʌns gud buks/ päästä suosioon, hyviin väleihin
confiscate /kɒnfɪskeɪt/ takavarikoida
heading into /'hedɪŋ intə/ suunnata kulkunsa, tähdätä jonnekin
drop off /drɒp ɒf/ heittää, pudottaa kyydistä, tiputtaa, jättää
hoovering /huːvərɪŋ/ imurointi
blackmail /blækmeɪl/ kiristys
graphic novel /græfɪk nɒvl/ sarjakuvaromaani
freezer /friːzə/ pakastin
***stick, stuck, stuck** /stɪk, stʌk, stʌk/ lykätä, työntää, pistää
football boots /futboːl buːts/ jalkapallo-kengät, nappikset
security guy /sɪ'kjuərɪti gaɪ/ vartija
shoplifter /ʃɒplɪftə/ myymälävaras
shopkeeper /ʃɒpkiːpə/ kauppias
show-rooming /ʃəuruːmɪŋ/ kierrellä kaupoissa katsomassa tavaroita, jotka ostaakin netistä halvemmalla
treat /triːt/ kohdella, käsitellä; makupala, palkinto
criminal /krɪmɪnl/ rikollinen
loyal /lɔɪəl/ uskollinen, luotettava, vilpitön, lainkuuliainen
customer /kʌstəmə/ asiakas
chill out /tʃɪl aut/ rentoutua, rauhoittua, "hengata"
bright /braɪt/ kirkas, loistava, valoisa, terävä, valpas
controller /kən'trəulə/ ohjain, valvoja, tarkastaja
a zom-com /zɒmkɒm/ zombikomedia
scary /skeəri/ pelottava
while away /waɪl ə'weɪ/ kuluttaa aikaa, viettää aikaansa
shattered /ʃætəd/ hajalla, puhki, rikki
knock /nɒk/ koputtaa, nakuttaa, kolauttaa, kolhaista; koputus, isku, nakutus
cat-flap /kætflæp/ kissanluukku
beast /biːst/ peto
tool shed /tuːl ʃed/ työkaluvaja
***get trapped** /get træpt/ jäädä ansaan
compost /kɒmpɒst/ komposti; kompostoida

1H Write the following activities or items next to the timeline so that they are in keeping with the text.

video clips
tool shed
fry-up
zom-com
football boots
the cat hops on the bed
hoovering
library
catching a bus home



1I Work in pairs. Describe Ed's day (morning, afternoon, evening) in your own words with the help of exercise 1H, but use the past tense (*mennyt aikamuoto*) e.g. In the morning Ed woke up too early because...

1J The following sentences appear in Ed's story. In pairs, translate the sentences into Finnish. Then explain the underlined expressions in English using your own words.

1 I have to get in shape.
2 People are enjoying a Saturday lie-in.
3 It's Mum asking if I fancy a fry-up.
4 She's just trying to get into Mum's good books.
5 Mum agrees to drop me off...
6 ...if I do the hoovering.
7 Shopkeepers are always complaining about young people show-rooming.
8 The movie is supposed to be a zom-com.
9 People while away the time texting.
10 I'm feeling shattered!

1K You heard Ed Wheeler talking about his day. In pairs, tell each other about an ordinary Saturday in your life.

You can start in the following ways:

I usually wake up at ten o'clock. Sometimes it takes up to half an hour to actually get up...

OR

I woke up at seven last Saturday. It was...

1L Compare Ed's day to the results of the government survey. Which of the top ten activities does Ed do? Which activities does he not do? Discuss your answers with your partner.

1M Choose either task A or B. Write about 100 words.

A Planning in advance or being spontaneous?
Some people like to plan their free time activities very carefully, while others choose not to make any plans at all. Which do you prefer, planning or a more spontaneous approach to your leisure time? Give specific reasons and examples for your choice.

B Free time outdoors or indoors?
Would you prefer to be outside or inside for your leisure activities? Give specific reasons and examples for your choice.

1N Interviews. Choose either task A or B.

A Interview adults from three different age groups (e.g. 20+, 40+, 60+) about the free time activities they enjoyed when they were your age. Compare their answers and write a summary of the results (about 150–200 words). Give an oral presentation about your research.

B Interview at least three people with different hobbies and free time activities to discover the advantages and disadvantages related to these interests (e.g. team sports, individual sports, music, the arts, games etc.). Write a report, summarising your findings (about 150–200 words). Give an oral presentation about your research.

The hula hoop makes a comeback.

Topic 2

Playing games

Life is more fun if you play games.
(Roald Dahl, English writer. From My Uncle Oswald*)*

2A Some words are so strongly connected to a particular game that most people instantly know which game they refer to, even if they don't know much about it. Listen to the following extract and see if you can guess which game is being described.

Write down the name of the game in English or in Finnish. You will get two clues. If you guess the correct answer after the first clue, you get 100 points. If you guess correctly after the second clue, you get 50 points.

Guess the game	Points
1	
2	
3	
4	
5	
6	

Personal dictionary

2B Read text 2. Find the words below in the text and underline them.

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 24.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 feature
2 illustration
3 nevertheless
4 outweigh
5 urge
6 chuck
7 obvious
8 reluctant
9 competitive
10 deductive reasoning

Topic 2 Key text

Playtime

Are you a serious kind of person, or do you like to play games? You can be both, and you probably should be both, according to new evidence that suggests playing games is good for you physically, socially, mentally, and even financially. Dr Laurent Bruni, from Evans-Price University in Denver, has spent years looking into why we play. His latest book, *Play More*, features not only illustrations of well-loved board games like Snakes and Ladders, but also photographs of famous gambling halls in Las Vegas.

"In every culture around the world, people of all ages play games," Dr Bruni writes. His take on the subject is that playing is a process, not a thing. "For the most part, the focus in play is on the actual experience, not on accomplishing a goal." Nevertheless, he admits that winning is more important in some games than in others. "Take gambling, for instance. Gamblers certainly want to hit the jackpot, else why bother playing? Playing to win is fine, as long as the pleasure of playing the game is not outweighed by the urge to win at all costs."

Board games: low-tech fun.

Taking to the streets with hopscotch.

When we were very young

Games for young children are usually without structure: as they jump on the bed, or chase you around the house pretending to be a tiger, they are engaged in what scientists call "free play". This imaginative playing is an essential part of their social development. It develops their muscles and teaches them how to roll with the punches, sometimes literally.

At school, children start playing games with rules. For their social development, time spent in the playground may actually be more important than time spent in the classroom. Although many people feel that outdoor play is being eroded by digital joys, Dr Bruni found that physical games are still being played in schoolyards everywhere. "It was somewhat surprising to discover that many games have remained unchanged for millennia. Furthermore, games like tag, and hide-and-seek, are being played by children around the world and follow very similar rules." He finds it hard to explain the popularity of some traditional games though: "Take hopscotch: chucking a stone at a chalked number, then hopping to get to it does not sound like a barrel of laughs, but for some reason kids have been entertained by this game for centuries."

All in the family

The popularity of board games, with their even stricter rules, is easier to understand. The social advantages of playing these games are obvious, and many of the people Dr Bruni interviewed fondly remembered playing board games with their family and friends. "We always take a stack of different games along whenever we go on holiday. It's something that can be done by the whole family. Even my reluctant 17-year-old son will join in a game of Monopoly," one father explained. "We have a laugh. Sometimes we have blazing rows. It can get very competitive! It certainly teaches you how to follow rules." Board games have cognitive benefits too. Games like chess make you think, Cluedo develops deductive reasoning, and Trivial Pursuit is of course great for developing general knowledge. Many board games now also have an online version to keep up with a teenage demographic that increasingly prefer their games on computers.

All work and no play makes Jack a dull boy

Why should adults play games though? Studies have repeatedly shown that playing puzzle-like games, such as Sudoku or Scrabble, keeps ageing people sharp. It helps maintain memory and thinking skills, and it obviously has social advantages. So, playing is clearly good for elderly people, too.

But, as Dr Bruni points out, new research done by industrial psychologists shows that playing can also be good for business. When companies like Google introduced playrooms into their corporate space, playing has clearly risen to a new level. "At Google we actively encourage our software engineers to play. Employees are more creative, happier and ultimately more productive when they are encouraged to play." Playing at work? If playing is so beneficial, the time has come to introduce more play into schools as well.

"We don't stop playing games because we grow old. We grow old because we stop playing games."
(George Bernard Shaw, Irish playwright)

evidence /evɪdəns/ todistusaineisto, osoitus, näyttö
socially /səuʃəli/ sosiaalisesti
mentally /mentəli/ henkisesti
financially /faɪ'nænʃəli/ taloudellisesti
look into /luk ɪntu/ tutkia, ottaa selvää
feature /fi:tʃə/

---

illustration /ˌɪlə'streɪʃn/

---

gambling hall /gæmblɪŋ hɔ:l/ pelihalli
take on /teɪk ɒn/ käsitys, mielipide
focus /fəukəs/ painopiste, keskittyminen; keskittyä, keskittää
accomplish /ə'kɒmplɪʃ/ saavuttaa, saada päätökseen
nevertheless /ˌnevəðə'les/

---

gambler /gæmblə/ (uhka)peluri
jackpot /dʒækpɒt/ jättipotti
bother /bɒðə/ vaivautua, viitsiä; kiusa, harmi, vaiva
outweigh /ˌaut'weɪ/

---

urge /ɜ:dʒ/

---

at all costs /æt ɔ:l kɔ:sts/ hinnalla millä hyvänsä
chase /tʃeɪs/ ajaa takaa; takaa-ajo
***be engaged in** /bi: ɪn'geɪdʒd ɪn/ harrastaa, osallistua, tehdä
imaginative /ɪ'mædʒɪnətɪv/ mielikuvituksellinen, keksitty
essential /ɪ'senʃl/ olennainen, oleellinen
social development /səuʃl dɪ'veləpmənt/ sosiaalinen kehitys
develop /dɪ'veləp/ kehittää
roll with the punches /rəul wɪð ðə pʌntʃɪz/ sopeutua (ikävään) tilanteeseen
literally /lɪtrəli/ kirjaimellisesti
erode /ɪ'rəud/ vähentää, rappeuttaa
remain /rɪ'meɪn/ pysyä

millennium, millennia /mɪ'lenɪəm, mɪ'lenɪə/ vuosituhat, vuosituhannet
tag /tæg/ hippa
popularity /pɒpju'lærɪti/ suosio
hopscotch /hɒpskɒtʃ/ ruutuhyppely
chuck /tʃʌk/

---

chalk /tʃɔ:k/ piirtää liidulla; liitu
barrel of laughs /bærəl əv lɑ:fs/ huvittava, hauska
entertain /ˌentə'teɪn/ viidyttää
strict /strɪkt/ tiukka, ankara
obvious /ɒbvɪəs/

---

stack /stæk/ kasa, pino, keko
reluctant /rɪ'lʌktənt/

---

blazing /bleɪzɪŋ/ tulinen, kiihkeä
row /rau/ kahina, riita
competitive /kəm'petɪtɪv/

---

cognitive /kɒgnɪtɪv/ tiedollinen
benefit /benɪfɪt/ hyöty, etu; hyödyttää, edistää
deductive reasoning /dɪdʌktɪv ri:zənɪŋ/

---

general knowledge /dʒenərəl nɒlɪdʒ/ yleistieto
demographic /ˌdemə'græfɪk/ väestöryhmä
repeatedly /rɪ'pi:tɪdli/ toistuvasti
ageing /eɪdʒɪŋ/ ikääntyvä
maintain /meɪnteɪn/ ylläpitää
research /rɪ'sɜ:tʃ/ tutkimus; tutkia
industrial psychologist /ɪn'dʌstrɪəl saɪ'kɒlədʒɪst/ työ(-ja organisaatio)psykologi
corporate space /kɔ:pərɪt speɪs/ yrityksen yhteistilat
encourage /ɪn'kʌrɪdʒ/ rohkaista
software engineer /'sɒftˌweə endʒɪ'nɪə/ ohjelmistoinsinööri
employee /ˌemplɔɪ'i:/ työntekijä
creative /krɪ'eɪtɪv/ luova
productive /prə'dʌktɪv/ aikaansaava, tuottelias, tuottava
beneficial /ˌbenɪ'fɪʃl/ hyödyllinen

2C **Decide whether the following statements are true or false according to text 2.**

		True	False
1	Dr Bruni's research covers a wide range of different games.		
2	Dr Bruni thinks that the end result of a game is never as important as the game itself.		
3	According to Dr Bruni, playing games only to win is not a healthy attitude.		
4	The games of very young children seldom have many rules.		
5	Many playground games are very old.		
6	Dr Bruni found that playground games are most beneficial for children's physical development.		
7	Nowadays, teenagers do not like to play any form of board games.		
8	One of the reasons that playing games is good for older people is that games demand cognitive skills.		
9	Google encourages playing at work because it is good for employees' social development.		
10	The main idea of the text is that playing games is beneficial to everyone.		

STUDY TIP

Vocabularies

In the book you can find a text vocabulary after each text to help you understand it.

You can use the vocabulary app to help you learn and memorise words anywhere, anytime. All you need is a smart phone. Memorising words is only possible through repetition, and this is what the vocabulary app helps you to do.

Use the app to

- look up words in English or Finnish in the alphabetical vocabulary list. The alphabetical vocabulary contains more words than the text vocabularies. For example, it contains many of the words used in the exercises.
- test yourself on the text vocabulary using the topic-specific flipcards.

Phrase hunt

2D **Find the following expressions in the text.**

1 uuden todistusaineiston mukaan _____

2 tutkia jotain _____

3 hänen käsityksensä asiasta _____

4 saavuttaa tavoite _____

5 harrastaa _____

6 rappeuttaa _____

7 lähteä lomalle _____

8 riidellä kiihkeästi _____

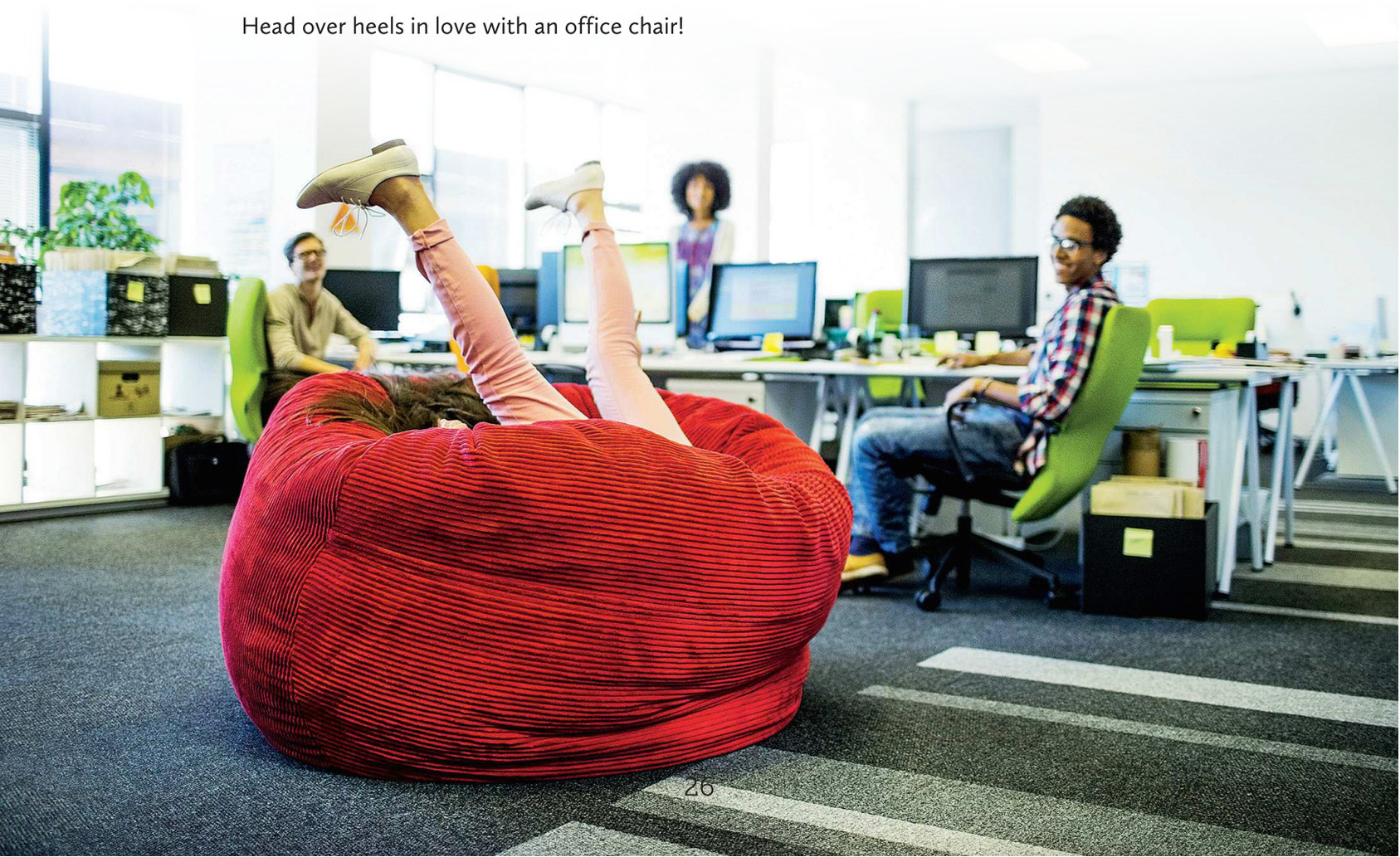
9 pysyä mukana _____

10 tehdä tutkimusta _____

11 nousta uudelle tasolle _____

12 rohkaista _____

Head over heels in love with an office chair!



2E Fill in the gaps by choosing the correct phrases from exercise 2D.

The Monte Carlo prom

Prom parties **1** _____ (ovat nousseet uudelle tasolle) as students at Edward High in Auckland, New Zealand, chose Monte Carlo as the theme for their dance. There was a public outcry when a local newspaper ran the story. Stan Cooper, an outraged father, wrote: "Are school children **2** _____ (harrastaa) in playing poker and betting now? Has the principal gone mad? How can he allow the morals of our children **3** _____ (rappeuttaa) by gambling?" A delegation of parents met with the principal, Mr Marc Conley, and **4** _____ (riitelivät kiihkeästi) when Mr Conley refused to change the theme.

His **5** _____ (käsityksensä asiasta) was practical. "We **6** _____ always _____ (olemme rohkaisseet) our students to use their initiative, and if they want Monte Carlo as a theme, we support them. You've got to **7** _____ (pysyä mukana) the times, after all."

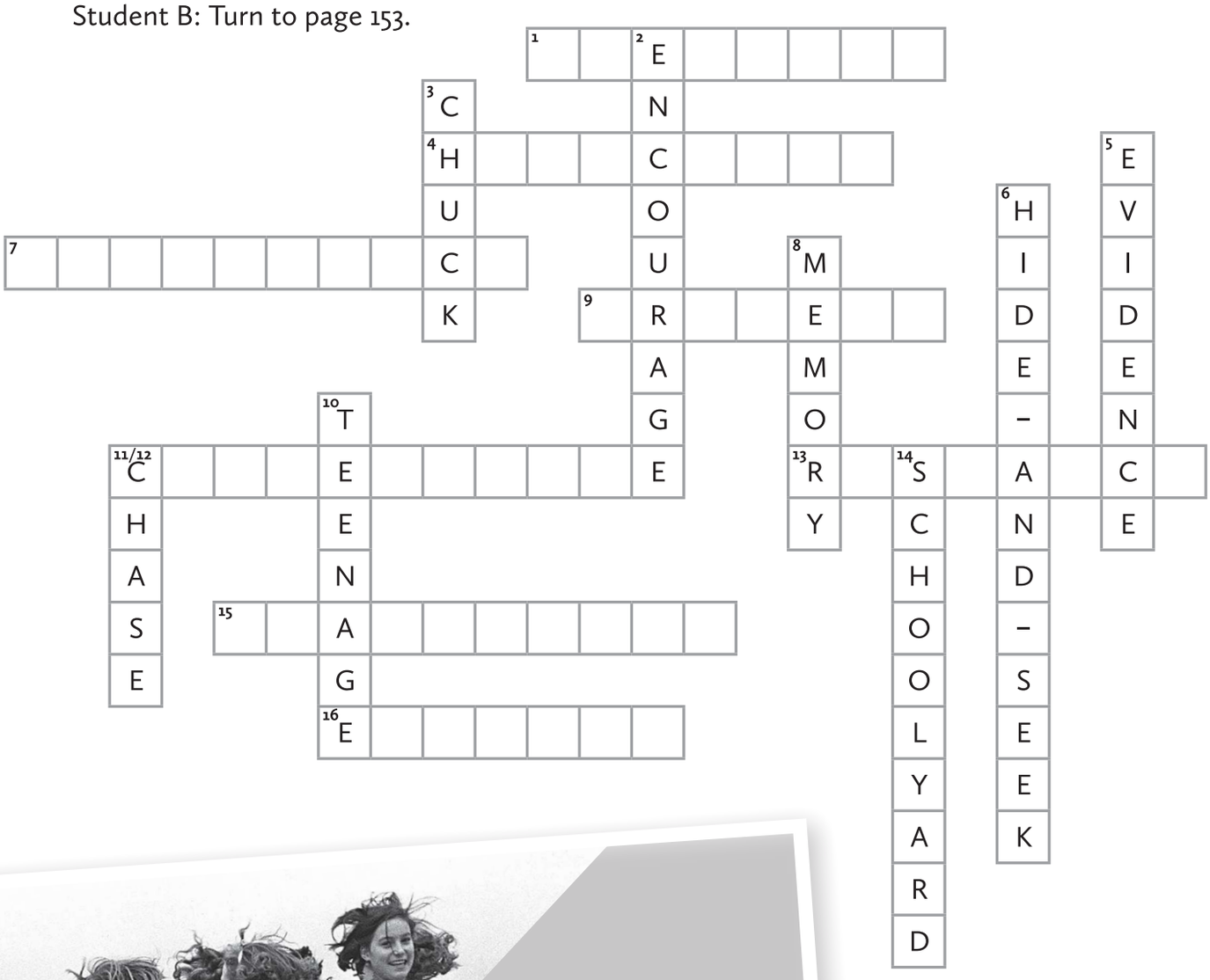
Karen Cho was one of the organisers. "My brother **8** _____ _____ (lähti lomalle) to Las Vegas, and **9** _____ some practical _____ (teki tutkimusta) for us there. In fact, he **10** _____ (tutki) the matter pretty thoroughly, spending many evenings at the roulette table. He gave us some excellent tips on how to create the right atmosphere. I am sure we will **11** _____ _____ (saavutamme tavoitteemme): making this the best prom ever."

2F **Dictation. In pairs, decide which one of you is A and B. Cover the other half. Take turns reading your sentences to your partner who will write them down. Check the spelling and translate them into Finnish.**

	A	B
1	Playing games is good for you physically, socially, mentally, and even financially.	
2		The focus in play is on the actual experience, not on accomplishing a goal.
3	Imaginative playing is an essential part of young children's development.	
4		Time spent in the playground may actually be more important than time spent in the classroom.
5	The social advantages of playing board games are obvious.	
6		Employees are more creative, happier and ultimately more productive when they are encouraged to play.

2G **Talking crossword. You and your partner both have the same crossword but half of the words are missing in each version. Give each other clues in English to fill in the missing words.**

Student A: Use the crossword on this page.
Student B: Turn to page 153.



Old skipping rope rhyme:
"Liar, liar, pants on fire!"

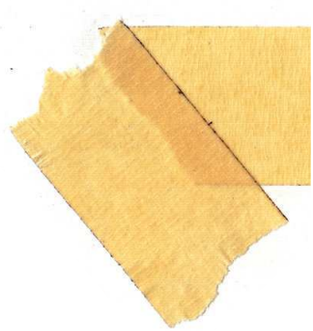
2H Surprise package. You need: paper, pen or pencil, scissors and sellotape. Listen and follow the instructions.

square rectangle

sellotape

2I Play tic-tac-toe with your partner.

- Take turns to translate the words in the grid.
- One of you uses the symbol X, the other O.
- The aim of the game is to get a row of Xs or Os down, across or diagonally, by translating the words correctly.
- The first player to complete a row wins that game.
- Then move on to the next game.



A

evidence	illustration	goal
urge	development	advantage
stack	knowledge	employee

B

taloudellisesti	henkisesti	kirjaimellisesti
sosiaalisesti	fyysisesti	toistuvasti
selvästi	ilmeisesti	aktiivisesti

C

hit the jackpot	at all costs	roll with the punches
a barrel of laughs	have a laugh	follow rules
chuck a stone	have a blazing row	corporate space

2J Games vocabulary. Complete the following sentences by choosing the correct word from the lists. Translate the sentences into Finnish.

Board games

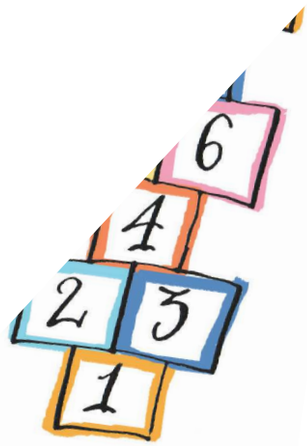
1 Many games start by players...
2 The player with... goes first.
3 In many board games, like Monopoly for example, you use... to move along the board.
4 When you get..., it means you can go again.

a token / a counter
a free turn
rolling the dice
the highest roll
miss a turn

Children's games

5 When you play tag, you have to take turns at..., the one who chases the other players.
6 As there is no clear winner, it's good to... for the game of tag.
7 If you step on a line when you play hopscotch, you...

lose your turn
change the game
being 'it'
set a time limit



Card games

8 You don't need... to play Snap, but you do if you want to play Poker.
9 Before any card game starts, the dealer has to ... before he deals them.
10 The four... in card games are: hearts, diamonds, clubs and spades.

jacks
suits
a full deck of cards
shuffle the cards

2K **Talk about the games you like to play. You can use the following sentence openings to get started.**

- As a child I liked to...
- Hide and seek is a game I...
- When I meet my friends, we play / don't play...
- Games like Minecraft...
- My favourite game...
- I spend two/ten hours a day / a week playing...
- I prefer to play... on a PC, ... on a console, ... on a tablet, ... on a mobile phone because...
- Games like... can help you with learning...
- I like to play board games such as...

2L **You are going to hear a sci-fi writer talk about the near future, when playing becomes a compulsory activity. Listen to the interview and answer the questions in Finnish.**

Dangerous games

1 Mitä "Dangerous games" -kirjan mukaan tapahtui sen jälkeen, kun leikkimisestä tuli osa työpäivää?
2 Mihin tilanne lopulta johti? Mainitse vähintään kolme asiaa.
3 Minkä asian kirjailija Ursula Clarke haluaa tuoda esille kirjassaan?

2M **Choose either task A, B or C. Write a text of about 100–150 words.**

A Games just aren't my cup of tea
You are not so interested in games. Why is that? How do you spend your free time instead of playing games?
B Gaming in classrooms
How can computer games improve learning in schools?
C Explain the rules of your favourite game / a Finnish schoolyard game / musical chairs in English to somebody who does not know the game.

Topic 3

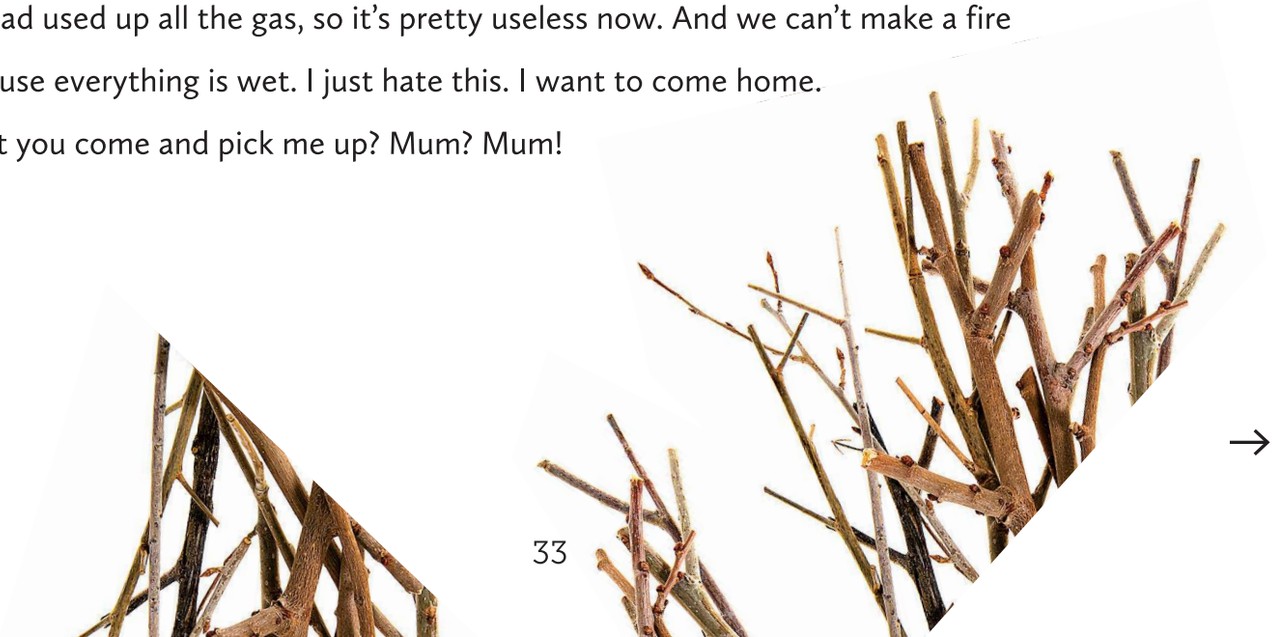
Free time activities and winter sports

3A **Free time activities. Work with a partner. One of you fills in gaps 1–7 and the other 8–16. Use the vocabulary app if necessary. Then read your texts aloud to each other and fill in the rest of the gaps. Listen to the audio to check your answers.**

Taking a hike

Lauren and Roddy are in the mountains on their first hiking trip together. There is no mobile coverage in the area. They finally reach a small rest area where they get a faint signal. Lauren calls her mother.

Hi mum! We're fine, but really, this hiking trip is a nightmare. It's raining all the time. My whole body aches. Why? Well, because Roddy uses the smallest **1** _____ (reppu) in the universe, and I have to carry most of our stuff. He lost half the **2** _____ (telttakepit) playing some stupid game, so we couldn't tie the ropes down properly. Of course the **3** _____ (teltta) blew away as soon as a strong wind came along. We chased after it, but I dropped the **4** _____ (taskulamppu) in the process and now we don't have any light at all. No mum, we didn't bring the **5** _____ (lyhty)! Are we eating enough? Well, no. We have to eat all our camping food either dry or raw, since I forgot the spare **6** _____ (kaasupullo) at home. At first we used the **7** _____ (trangia, keitin), but after a couple of days we had used up all the gas, so it's pretty useless now. And we can't make a fire because everything is wet. I just hate this. I want to come home. Can't you come and pick me up? Mum? Mum!



Roddy calls his friend Steve.

Hi! Yeah, we're here, up in the mountains! Having a great time. I brought along dad's **8** _____ (kylmälaukku) to keep the drinks cold, and I have my trusty **9** _____ (Sveitsin armeijan linkkuveitsi) with me to gut fish, open bottles, and build a raft, if we need it. Lauren brought along an **10** _____ (makuualusta) to help her sleep more comfortably, but the **11** _____ (pressu) is fine for me. We have waterproof **12** _____ (makuupussit), so the rain doesn't bother us. The tent? Well, the tent blew away one night. We're getting lost all the time. It's so cool! No, I didn't bring those maps Lauren bought – I don't know how to use a **13** _____ (kompassi) anyway, so what would be the point? Wandering around the hills is part of the adventure, I think. I should have worn my old **14** _____ (vaelluskengät) though – these new ones are giving me **15** _____ (rakot). But my **16** _____ (reppu) is getting lighter all the time, which is good. This is so great. Next time, we'll do a longer hike. I'm sure Lauren would love that. Got to go. Bye!

Take a hike, why don't you?

3B **Winter sports. Read the following text with your partner. Fill in the gaps using the Finnish clues. Check the words using the vocabulary app.**

Four tips for a successful skiing holiday with parents

Taking your parents to a 1 _____ (hiihto-/laskettelukeskus) can be a challenge. Brad Franck, an experienced 17-year-old 2 _____ (lumilautailusta innostunut), gives stressed teenagers his four top tips on how to manage difficult parents on a skiing holiday.

A **Do your research.**

Parents quickly get bored. Make sure that there will be a range of different activities to keep them occupied. For example, does the resort have a 3 _____ (pulkkamäki)? Can you rent 4 _____ (sukset)? What about 5 _____ (moottorikelkat)? A gentle evening programme is also advised, so that parents don't have too much opportunity to ask you about your own snowboarding activities.

B **Avoid the peak season.**

During the peak season, there can be long queues at the 6 _____ (tuolihissit). The 7 _____ (rinteet) may be very crowded, and your inexperienced parents may get impatient waiting for their turn with the 8 _____ (hiihdonopettaja).

C **Pre-book as much as you can.**

Get the 9 _____ (rinnelippu) in advance. Book a 10 _____ (mökki, alppimaja) that is close enough to the restaurants so that your parents can go out without supervision, but far enough from the discos so the 11 _____ (after ski) nightlife doesn't keep them awake at night.

chairlifts	ski resort	snowmobiles	snowboarding enthusiast
skis	ski runs	chalet	ski instructor
toboggan run	ski pass	après-ski	

Life is cool!

D Supervise their packing before departure.

Parents get very excited before a trip, and are therefore likely to forget some things. Here is a brief checklist:

- Helmet and/or **12** _____ (pipo)
- **13** _____ (hanskat) much better than **14** _____ (lapaset) on the **15** _____ (laskettelurinteet)
- **16** _____ (laskettelulasit), sunglasses don't work when it's snowing
- Neck warmer, your mum might want to pack her favourite **17** _____ (huivi)
- **18** _____ (laskettelupuku), make sure they have not outgrown theirs
- **19** _____ (talvisaappaat), different from ski boots

ski goggles	ski suit	snow boots	mittens
gloves	scarf	beanie	ski slopes

Topic 4

Read on

Learning is a treasure that will follow its owner everywhere.
(Chinese proverb)

Introduction to the extract from *Battle Hymn of the Tiger Mother*

Amy Chua is a Chinese-American mother and a law professor at Yale University. Her book, *Battle Hymn of the Tiger Mother*, aimed at parents of young children, caused controversy when it was first published. In describing how she brought up her own children, she compares the traditional Chinese approach to the Western way of raising children. Many readers feel the book encourages harsh parenting and a focus on children's achievements rather than their happiness.

4A **Discuss the following questions with your partner.**

1 Have you ever tried a hobby you disliked?
2 How do you balance school work and free time activities?
3 Should you stick with a hobby even if you do not always enjoy it?
4 Has your hobby ever been more important to your parents than to yourself?

Topic 4

Battle Hymn of the Tiger Mother

You are going to read an extract from Amy Chua's controversial book *Battle Hymn of the Tiger Mother*. Try to work out the meaning of the highlighted expressions while you read it.

Lulu was about 7, still playing two instruments, and working on a piano piece called "The Little White Donkey" by the French composer Jacques Ibert. The piece is really cute – you can just imagine a little donkey **ambling along a country road** with its master – but it's also incredibly difficult for young players because the two hands have to keep completely different rhythms.

Lulu couldn't do it. We worked on it nonstop for a week, drilling each of her hands separately, over and over. But whenever we tried putting the hands together, one always **morphed into the other**, and everything fell apart. Finally, the day before her lesson, Lulu announced **in exasperation** that she was giving up and **stomped off**.

"Get back to the piano now," I ordered.

"You can't make me."

"Oh yes, I can."

Back at the piano, Lulu made me pay. She punched, thrashed and kicked. She grabbed the music score and **tore it to shreds**. I taped the score back together and **encased it in a plastic shield** so that it could never be destroyed again. Then I hauled Lulu's dollhouse to the car and told her I'd donate it to the Salvation Army piece by piece if she didn't have "The Little White Donkey" perfect by the next day. When Lulu said, "I thought you were going to the Salvation Army, why are you still here?" I threatened her with no lunch, no dinner, no Christmas or Hanukkah presents, no birthday parties for two, three, four years. When she still kept playing it wrong, I told her she was purposely **working herself into a frenzy** because she was secretly afraid she couldn't do it. I told her to stop being lazy, cowardly, self-indulgent and pathetic.

My husband Jed took me aside. He told me to stop insulting Lulu – which I wasn't even doing, I was just motivating her – and that he didn't think threatening Lulu was helpful. Also, he said, maybe Lulu really just couldn't do the technique – perhaps she didn't have the coordination yet – had I considered that possibility?

"You just don't believe in her," I accused.

"That's ridiculous," Jed said scornfully. "Of course I do."

"Sophia could play the piece when she was this age."

"But Lulu and Sophia are different people," Jed pointed out.

"Oh no, not this," I said, rolling my eyes. "Everyone is special in their special own way," I **mimicked sarcastically**. "Even losers are special in their own special way. Well don't worry, you don't have to lift a finger. I'm willing to put in as long as it takes, and I'm happy to be the one hated. And you can be the one they adore because you make them pancakes and take them to Yankees games."

I rolled up my sleeves and went back to Lulu. I used every weapon and tactic I could think of. We worked right through dinner into the night, and I wouldn't let Lulu get up, not for water, not even to go to the bathroom. The house became a war zone, and I lost my voice yelling, but still there seemed to be only negative progress, and even I began to have doubts.

Then, **out of the blue**, Lulu did it. Her hands suddenly came together – her right and left hands each doing their own imperturbable thing – just like that.

Lulu realized it the same time I did. I held my breath. She tried it tentatively again. Then she played it more confidently and faster, and still the rhythm held. A moment later, she was beaming.

"Mommy, look – it's easy!" After that, she wanted to play the piece over and over and wouldn't leave the piano. That night, she came to sleep in my bed, and we snuggled and hugged, cracking each other up. When she performed "The Little White Donkey" at a recital a few weeks later, parents came up to me and said, "What a perfect piece for Lulu – it's so bold and so her."

Even Jed gave me credit for that one. Western parents worry a lot about their children's self-esteem. But as a parent, one of the worst things you can do for your child's self-esteem is to let them give up. **On the flip side**, there's nothing better for building confidence than learning you can do something you thought you couldn't.

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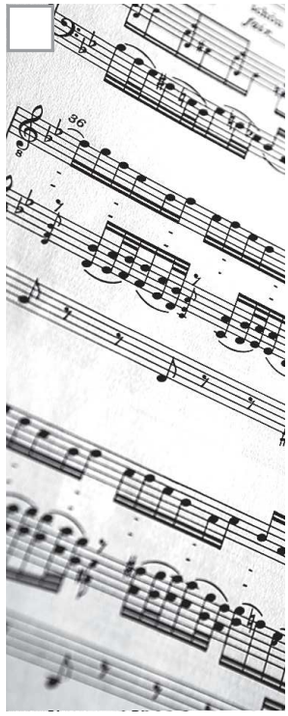
extract /ekstrækt, ɪk'strækt/ ote, katkelma; poistaa, lainata, vetää ulos
law professor /lɔː prə'fesə/ oikeustieteen professori
battle hymn /bætl hɪm/ taistelulaulu
aim at /eɪm æt/ suunnata, tähdätä
controversy /kɒntrəvɜːsi, kən'trɒvəsi/ väittely, kiistely
***bring up** /brɪŋ ʌp/ kasvattaa
approach /ə'prəutʃ/ lähestymistapa; lähestyä
harsh /hɑːʃ/ ankara, kova
achievement /ə'tʃiːvmənt/ saavutus
controversial /ˌkɒntrə'vɜʃl/ kiistanalainen
composer /kəm'pəuzə/ säveltäjä
amble along /æmbl ə'lɒŋ/ (hevosesta) astua tasakäyntiä, kulkea hitaasti
incredibly /ɪn'kredəbli/ uskomattoman
drill /drɪl/ harjoitella, harjoituttaa; harjoitus
morph into /mɔːf ɪntu/ muuntua yhteen
***fall apart** /fɔːl ə'pɑːt/ hajota, mennä palasiksi
announce /ə'nauns/ ilmoittaa, julistaa
exasperation /ɪgˌzɑːspə'reɪʃn, ɪgˌzæspə'reɪʃn/ ärtymys, suuttumus
stomp off /stɒmp ɒf/ marssia pois
***make someone pay** /meɪk sʌmwʌn peɪ/ pistää joku maksamaan
punch /pʌnt'/ iskeä nyrkeillä; isku
thrash /θræʃ/ hakata, rikkoa; roska
grab /græb/ napata, siepata
music score /mjuːzɪk skɔː/ nuotit
***tear to shreds** /teə tu ʃreds/ repiä riekaleiksi
encase /ɪn'keɪs/ sulkea
plastic shield /plæstɪk ʃiːld/ muovitasku
haul /hɔːl/ vetää, raahata; kuljetus, saalis
donate /dəu'neɪt/ lahjoittaa
the Salvation Army /ðə sæl'veɪʃn ɑːmi/ Pelastusarmeija
Hanukkah /hɑːnukə/ hanukka (juutalaisten juhla, jota vietetään marras-tammikuussa)
work oneself into /wɜːk wʌnself ɪntu/ kiihdyttää itsensä
frenzy /frenzi/ vimma, raivo
self-indulgent /ˌselfɪn'dʌldʒnt/ nautinnon-haluinen, omahyväinen
pathetic /pə'θetɪk/ säälittävä, surkea
insult /'ɪnsʌlt, ɪn'sʌlt/ loukata, solvata; loukkaus, solvaus
accuse /ə'kjuːz/ syyttää
ridiculous /rɪ'dɪkjələs/ naurettava
scornfully /skɔːnfuli/ pilkallisesti, halveksivasti
mimick /mɪmɪk/ matkia
sarcastically /sɑː'kæstɪkli/ sarkastisesti
willing /wɪlɪŋ/ halukas, taipuvainen
***put in** /put ɪn/ käyttää, uhrata (aikaa tms johonkin)
adore /ə'dɔː/ palvoa, rakastaa
war zone /wɔː zəun/ sota-alue
***have doubts** /hæv dauts/ epäillä
out of the blue /aut əv ðə bluː/ täysin odottamatta
imperturbable /ˌɪmpə'tɜːbəbl/ levollinen, tyyni
tentatively /tentətɪvli/ varovaisesti
confidently /kɒnfɪdəntli/ varmasti, itsevarmasti
beaming /biːmɪŋ/ säteillä; säteilevä
snuggle /snʌgl/ käpertyä (jonkun kainaloon, nukkumaan)
crack up /kræk ʌp/ naurattaa, nauraa
recital /rɪ'saɪtl/ konserttiesitys
***give credit for** /gɪv kredɪt fɔː/ antaa tunnustusta
self-esteem /ˌselfɪ'stiːm/ itseluottamus, itsetunto
on the flip side /ɒn ðə flɪ saɪd/ toisaalta, kääntöpuolella
confidence /kɒnfɪdəns/ luottamus, itseluottamus

4B Work with a partner. First, number the pictures in the order that the events take place. Then take turns retelling the story in your own words in English using the pictures to help you.



4C Take turns with a partner and explain the highlighted expressions in the text either in your own words in English or translate them into Finnish.

4D Answer the following questions in English.

1 What is the story about? _____

_____

2 How would you describe the mother's character? _____

_____

3 What was the father's attitude to the situation? _____

_____

4 What was the turning point of the story? _____

_____

5 Was the girl in the story happy? Would you be in a similar situation? _____

_____

_____

4E Complete the following sentences with these adverbs and adjectives that appear in the text.

ridiculous	scornfully	tentatively	incredibly
completely	cowardly	confidently	pathetic

1 Sometimes my older brother can behave _____ (uskomattoman) selfishly.

2 He wanted to take a photo of a bear in the forest, but when he saw one coming towards him, he lost his nerve _____ (täysin), and ran for the safety of his car.

3 After practising for a few months, I started to play the guitar more _____ (itsevarmasti).

4 When I explained ways we could improve the business my boss laughed _____ (pilkallisesti) at my ideas.

5 It was a really _____ (säälittävä) attempt to say sorry. He didn't even try to sound like he meant it.

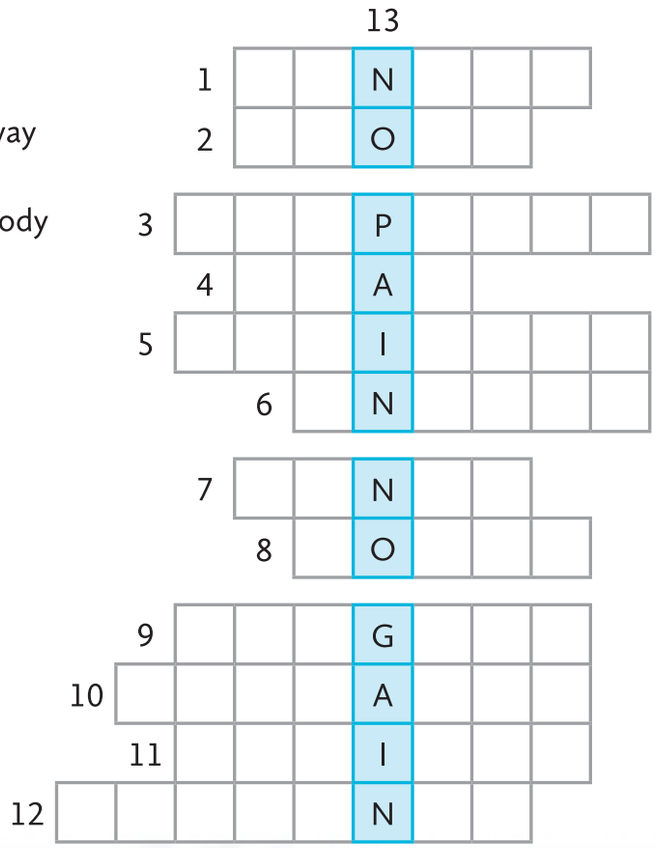
6 My dad looked _____ (naurettava) in his new yellow golfing outfit.

7 It was a _____ (pelkurimainen) attack on a weak and defenseless child.

8 He walked out onto the ice, _____ (varovasti) at first, and then with more confidence.

4F Fill in the puzzle. You can find the words in the text.

1 to give time or money for something, especially charity
2 to love deeply
3 a person who writes music
4 to smile broadly
5 to make someone behave in a particular way or to inspire someone
6 to speak or behave rudely towards somebody
7 to strike a blow
8 to feel anxious or uneasy
9 to curl up comfortably
10 to say something or act in a way that makes another person feel anxious or scared
11 a public performance of music or dance
12 to say something publicly



Making a move.

4G Role plays. The following role plays are about free time activities.

- In pairs decide which one of you is A and B.
- Start the role play using the opening line. Can you keep the conversation going for a full two minutes?
- After two minutes, stop the role play and move on to the next one.

Leisure and pleasure

Swimming practice

A: You are a swimming coach. You want the members of your swimming team to win as many medals and competitions as possible. You will work them hard to achieve this. Sam, a high school student, is one of your most promising swimmers.

B: You are a high school student called Sam and you are in a swimming team. You want to cut back on your training. You need more time for your academic studies. Explain this to your coach.

Opening line
Sam: I need to talk to you about the training.

School band

A: You are a high school student and you really enjoy playing in the school band. It gives you a break from your studies and you have good friends there. You want to go to Hungary for four days to perform in a competition and your teacher has asked you to bring one of your parents along to help supervise.

B: You are a parent. You are tired of your child's hobby. It is expensive and driving them to band practice takes up three evenings a week. You think some of their friends in the band are a bad influence.

Opening line
Student: Our band is planning a trip to Hungary.

Spending money

A: You are saving up for driving lessons. That is why you are careful with money. But your best friend Alex always wants to go places that cost money. Surely there are cheaper ways to spend an evening?

B: Your name is Alex. You enjoy eating out, going to movies and clubbing. You study hard at school, so you think you deserve a break. Your favourite band is coming to town next week, and there are still tickets available online. Try to persuade your best friend to come with you.

Opening line
Alex: Great news! Guess who's coming to town next week?

New dog

A: You are a child and have always wanted a dog of your own. Your birthday is coming up. Try to persuade your parent to buy you one.

B: You are a parent and you don't like dogs. No one in the family is allergic to dogs, but your child has so many other hobbies, you don't see how they have time to look after a pet. And you certainly don't want to end up doing it!

Opening line
Child: It's my birthday next week.

4H Choose one of the topics below and write two to three paragraphs about it.

A Chinese style parenting – I'm all for it!
B Chinese style parenting – no way!
C My nightmare hobby.
D Imagine you are Lulu immediately after the argument with her mother. Write a diary entry for that day.

4I Read the following introduction and write down at least three characteristics Chen mentions about Chinese parenting.

A Chinese high school student responds to the Tiger Mother extract

Chen Zhishang was born in Manchuria, China. He grew up in a big, traditional Chinese family and he began primary school when he was 6 years old. He completed his fourth grade in China, before moving to Finland at the age of ten.

He now attends an upper secondary school in Tampere and hopes to go on to study at university.

My thoughts about the Tiger Mother

I first read about the Tiger Mother on the internet. She is a model for Chinese parents because her daughter went to one of the best universities in the world: Harvard University, which is the happiest thing for Chinese parents. In my opinion her attitude is understandable because I have had quite similar experiences, but not that bitter. I guess people from outside China will think the mother's attitude towards parenting is too extreme or even insane, but it is normal and acceptable in Chinese culture. Education is absolutely the most important thing for children in China. When it comes to university, Chinese people will be happy to pay for their children's education, because they believe that their child's future is very important.

1 _____

2 _____

3 _____

_____

4J Listen to Chen's comments and answer the questions during the pauses.

1 What does Chen say about his experiences with discipline?
   a) He was threatened by his parents.
   b) He was not given any food at school.
   c) He was upset by the terrible experience.

• • •

2 In Chen's opinion the Tiger Mother
   a) does not care about being hated because she enjoys hearing her daughter play.
   b) only cares about what others think.
   c) wants her daughter to have a successful life.

• • •

3 What happened when Chen came to Finland to study?
   a) His parents wanted him to learn a new language.
   b) Chen wanted to study science more.
   c) His parents thought he was a genius at languages.

• • •

4 What is typical of Chinese parents?
   a) They destroy their child's self-esteem.
   b) They are all harsh and violent.
   c) Chinese culture strongly affects their behaviour.

• • •

5 According to Chen, what should parents do?
   a) Let children make their own choices.
   b) Teach children important lessons about life.
   c) Focus on their children's self-esteem.

• • •

6 What is said about China and the PISA tests?
   a) Chinese students excel mostly at reading and science.
   b) Chinese students find them tough and stressful.
   c) They show how hard Chinese students work at school.

7 Based on the whole text, Chen thinks Chinese parenting is
   a) harsh but forgiving.
   b) tough but inspiring.
   c) demanding but effective.

UNIT 2

Faster, higher, stronger

Topic 5

Sports

Good, better, best. Never let it rest.
Until your good is better and your better is best.
(Tim Duncan, American basketball player)

5A **Before reading text 5, look at the following lists of sports vocabulary. Which sport does each list refer to? Look up the unfamiliar words in the vocabulary app.**

A	B	C
bat	defenceman	pole position
infielder	forward	jump start
outfielder	puck	racetrack
home run	stick	250 kilometres per hour
batter	penalty box	cockpit
pitcher	hat-trick	champagne
catcher	pest	exposed tyres

5B **You are going to study three texts about different sports: ice hockey, Finnish baseball and Formula One. Before reading the texts, discuss the following questions in small groups. Choose a leader who will take brief notes and report the results of your discussion to the class.**

Which of these three sports:

1 gets the most spectators in Finland?
2 bores you so much that you avoid watching it?
3 would bring the individual sportsman or woman the most money?
4 is the most accessible to both men and women?
5 is the most and the least dangerous?

Topic 5 Key text

Here be sport

Sport is played in one form or another in every single country in the world, and for many citizens, particularly those in smaller or less wealthy countries, the success of their sports teams in the international arena is closely linked to their national pride. Sprinting in Jamaica, cricket in Pakistan and long-distance
5 running in Ethiopia are all examples of this phenomenon. Sometimes the success of a talented individual in a particular sport is enough to get an entire nation interested in an event they previously paid no attention to. Of course, watching and participating are two very different kinds of activities.

particularly /pəˈtɪkjuləli/ erityisesti
wealthy /welθi/ varakas
national /næʃənl/ kansallinen
pride /praɪd/ ylpeys
sprinting /sprɪntɪŋ/ pikajuoksu
cricket /krɪkɪt/ kriketti
long-distance running /ˌlɒŋˈdɪstəns rʌnɪŋ/ pitkänmatkanjuoksu
phenomenon, phenomena /fɪˈnɒmɪnən, fɪˈnɒmɪnə/ ilmiö, ilmiöt
talented /tæləntɪd/ lahjakas
individual /ˌɪndɪˈvɪdʒuəl/ yksilö
particular /pəˈtɪkjulə/ tietty, erityinen, erikoinen
entire /ɪnˈtaɪə/ koko-, kokonainen
nation /neɪʃn/ kansa
event /ɪˈvent/ tapahtuma
previously /priːvɪəsli/ aikaisemmin
***pay attention to** /peɪ əˈtenʃən tu/ kiinnittää huomiota
participating /pɑːˈtɪsɪpeɪtɪŋ/ osallistuminen

Form groups of three. Then choose one of the three sports to study independently. Each group member should choose a different text.

Part 1
Ice hockey

Part 2
Finnish baseball

Part 3
Formula One

INFO BOX

Cooperative learning

Cooperative learning means working together as a group to achieve a common learning goal. One method is to first learn the material individually before teaching the assigned topic to your group members. Each member is then responsible for teaching their own topic and actively listening to other group members.

5.1

Ice hockey

In Finland the most popular sports, in terms of media coverage and television viewers, are ice hockey and Formula One. Football is an interesting case: increasingly popular, it tops ice hockey in the number of registered players. But in contrast to most other European countries, it is not the most popular spectator sport in Finland – that position still goes to ice hockey.

Called "the fastest game on earth", modern ice hockey was first played in 19th century Canada, but it is hard to say exactly where ice hockey originated since there are many historical examples of games on ice that involved a stick and a ball. During the Middle Ages the Dutch, and before them the Vikings, for example, both played a variation of ice hockey. However, the game as we know it today evolved mostly in Montreal, Canada. It was there that the first organised indoor game was played and where, in 1911, the 60-minute game was first divided into three 20-minute periods.

An international game, ice hockey is understandably most popular in countries where it is cold enough during the winter months to ensure enough reliable ice-cover, such as North America and Northern Europe. By far the strongest teams in the world today are Canada, Russia and the US, the Czech and Slovak Republics, Sweden and Finland. The NHL is considered the strongest league in the world, but the Russian-based KHL (Kontinental Hockey League) founded in 2008, is catching up fast.

Blood, sweat, but no tears

In Finland, most young players are encouraged to play a "clean game", but as with most contact sports, intimidation is an issue. Professional teams in North America have "enforcers" whose unofficial role is to fight and intimidate, often to protect star players. Sometimes they play regular shifts like other players, but their main role is stopping opposing players from rough play. But in such a fast, physical and aggressive game, tempers fly, and fighting has been part and parcel of modern ice hockey almost from the beginning. Some violent actions such as kicking and prohibited stickwork are penalised, but fighting in general is considered by many fans, particularly in North America, as an acceptable part of the game. Although often a target of criticism, it is a considerable draw for the sport, and some fans attend games mainly to see fights. Unique among North American professional team sports, the National Hockey League (NHL) does not send off players outright for fighting but European leagues do, and multi-game suspensions may be added on top of the ejection. Therefore, games in Europe are less violent, with the vast majority of fights occurring in the North American professional leagues.

in terms of /ɪn tɜːms əv/ mitä johonkin tulee, suhteessa, liittyen
media coverage /miːdɪə kʌvərɪdʒ/ näkyvyys mediassa
television viewer /telɪvɪʒn vjuːə/ television katsoja
case /keɪs/ tapaus
popular /pɒpjulə/ suosittu
top /tɒp/ voittaa, nousta suuremmaksi kuin, ylittää; huippu
register /redʒɪstə/ rekisteröidä
in contrast to /ɪn kɒntrɑːst, kɒntræst tu/ päinvastoin kuin
spectator sport /spekteɪtə spɔːt/ yleisölaji
position /pə'zɪʃn/ sija, tila
earth /ɜːθ/ maa, maaperä
19th century /ˌnaɪn'tiːnθ sentʃəri/ 1800-luku
originate /ə'rɪdʒɪneɪt/ olla peräisin
since /sɪns/ koska , siitä lähtien kun
involve /ɪn'vɒlv/ sisältää, koskea jkta
stick /stɪk/ maila
the Middle Ages /ðə ˌmɪdl'eɪdʒɪz/ keskiaika
the Dutch /ðə dʌtʃ/ hollantilaiset
evolve /ɪ'vɒlv/ kehittyä
indoor game /ɪndɔː geɪm/ sisäpeli
divide /dɪ'vaɪd/ jakaa
international /ˌɪntə'næʃənl/ kansainvälinen
understandably /ˌʌndə'stændəbli/ ymmärrettävästi
ensure /ɪn'ʃuə/ taata, varmistaa
reliable /rɪ'laɪəbl/ luotettava
ice-cover /aɪskʌvə/ jääpeite
by far /baɪ fɑː/ ylivoimaisesti, selvästi
consider /kən'sɪdə/ pitää jnkn
Russian-based /rʌʃən beɪst/ venäläis-pohjainen, venäläistaustainen
found /faund/ perustaa
***catch up** /kætʃ ʌp/ ottaa kiinni, tavoittaa, saavuttaa
sweat /swet/ hiki
tear /tɪə/ kyynel
encourage /ɪn'kʌrɪdʒ/ rohkaista, kannustaa
intimidation /ɪnˌtɪmɪ'deɪʃn/ pelottelu, uhkailu
issue /ɪʃuː, ɪʃjuː/ ongelma, asia
enforcer /ɪn'fɔːsə/ 'poliisi', valvoja
unofficial /ˌʌnə'fɪʃl/ epävirallinen
intimidate /ɪn'tɪmɪdeɪt/ pelotella
protect /prə'tekt/ suojella
regular /regjulə/ tavallinen
shift /ʃift/ vaihto, muutos, siirto; vaihtaa, muuttaa, liikuttaa
main role /meɪn rəul/ päätehtävä
opposing player /ə'pəzɪŋ pleɪə/ vastapuolen pelaaja
temper /tempə/ mieliala, pinna, luonne
part and parcel /pɑːt ənd pɑːsl/ kuulua erottamattomasti yhteen, olla erottamaton osa
violent /vaɪələnt/ väkivaltainen
prohibited /prə'hɪbɪtɪd, prəu'hɪbɪtɪd/ kielletty
stickwork /stɪkwɜːk/ mailankäyttö
penalise /piːnəlaɪz/ rangaista
acceptable /ək'septəbl/ hyväksyttävä
target /tɑːgɪt/ kohde; kohdistaa
criticism /krɪtɪsɪzəm/ kritiikki, arvostelu
considerable /kən'sɪdərəbl/ merkittävä, huomattava
draw /drɔː/ houkutus
mainly /meɪnli/ pääasiassa, enimmäkseen
fight /faɪt/ tappelu, taistelu
unique /juː'niːk/ ainutkertainen
among /ə'mʌŋ/ joukossa, keskuudessa
***send off** /send ɒf/ ajaa ulos kentältä
outright /autraɪt/ ehdottomasti, heti
multi-game /ˌmʌltɪ'geɪm/ monen pelin, usean pelin
suspension /sə'spenʃn/ pelikielto
ejection /ɪ'dʒekʃn/ ulos lentäminen
therefore /ðeəfɔː/ siksi
vast majority /vɑːst, væst mə'dʒɒrɪti/ suuri enemmistö

5.1C Answer the following questions in English.

1 According to the text, is ice hockey more popular than football in Finland?
2 Where was the first organised indoor ice hockey game played?
3 According to the text, where is ice hockey most popular? Why?
4 Name some of the dangers involved in playing ice hockey.
5 Why are North American ice hockey games so much more violent than Finnish ones?

5.1D Translate the following sentences into Finnish.

1 Modern ice hockey was first played in 19th century Canada.
2 The NHL is considered the strongest league in the world, but the Russian-based KHL, founded in 2008, is catching up fast.
3 Fighting has been part and parcel of modern ice hockey almost from the beginning.

5.1E Find the following expressions in the text.

1 sellaisena pelinä kuin sen tunnemme

_____

2 tarpeeksi kylmä _____

3 (joka) perustettiin vuonna 2008

_____

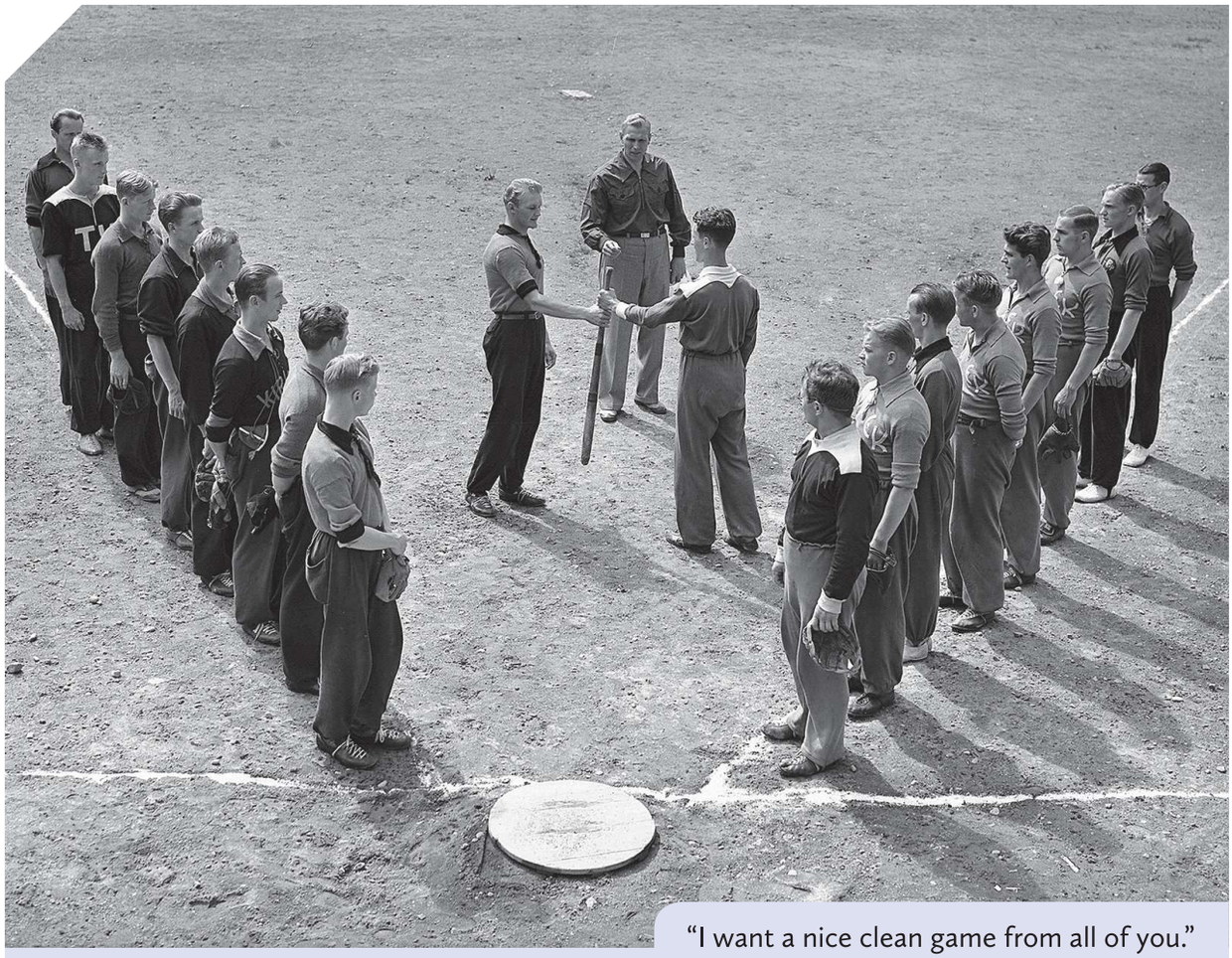
4 vastapuolen pelaajat _____

5 hyväksyttävänä pelin osana _____

6 useamman pelin pelikielto _____

5.2

Finnish baseball



"I want a nice clean game from all of you."

While not exactly a contact sport, the origin of Finnish baseball, or *pesäpallo*, is surprisingly violent. Developed in the 1920s by Lauri Pihkala, one of its original purposes was for use as a training tool by the Finnish military. The game improved some of those critical skills needed for a soldier's survival, such as hand-eye coordination, throwing a hand grenade, stamina, running, and teamwork. The military's connection with Finnish baseball explains why terminology such as "wounded" or "killed" were used, the former being still in use, but the latter being softened to "out" (*kuollut* is now *palo*). Apart from its origins and the warlike vocabulary, Finnish baseball may not strike an outsider as a dangerous game. But because of the speed of the ball, the game is not entirely without risk, and those who catch the ball are nowadays required to wear protective helmets.

Pihkala did not see sport as an end in itself, but as a means to achieve other ends. Then, as now, sport and nationalism were closely linked, and Pihkala, an active right-wing nationalist, argued that sports would improve people's physical condition, and therefore their ability to defend their country. While this idea may seem old-fashioned nowadays, Pihkala's argument that sport could unify people and boost national self-esteem still seems true today.

Playing professionally

Though not the most trendy sport in terms of media coverage, Finnish baseball remains a very popular participant sport, enjoyed by thousands of people in schools, backyards and parks around the country in summer. On a professional level, Finnish baseball has had its ups and downs over the years and the 1998 game-fixing scandal in the top league games damaged the reputation of the sport. There is some talk about making the rules more similar to international baseball to increase its audience (which, in turn, would mean more money), but this idea is not yet gaining ground. Finnish baseball is very much a Finnish sport, and most people want to keep it that way. "Big money is all very well," says trainer Antti Eteläpää, "but a national game that reflects sport as it was meant to be – played by everyone, and simply healthy fun – is better." The game is played internationally as well, mostly in countries that have a large Finnish expat population, such as Sweden and Germany, and, perhaps surprisingly, Japan. At the triennial World Cup, last held in Australia, the Finns beat all the other teams hands down.

contact sport /kɒntækt spɔːt/ kontaktilaji
origin /ɒrɪdʒɪn/ alkuperä
surprisingly /ʃəˈpraɪzɪŋli/ yllättävän, yllättäen
violent /vaɪələnt/ väkivaltainen
original /ɒˈrɪdʒɪnl/ alkuperäinen
purpose /pɜːpəs/ tarkoitus
training tool /treɪnɪŋ tuːl/ harjoitusmenetelmä
military /mɪlɪtəri/ armeija; sotilaallinen
improve /ɪmˈpruːv/ kehittää, kehittyä
critical /krɪtɪkl/ erittäin tärkeä, kriittinen
skills /skɪls/ taidot
soldier /səʊldʒə/ sotilas
survival /səˈvaɪvl/ selviytyminen, hengissä pysyminen
hand-eye coordination /hændaɪ kəuˈɔːrdɪˈneɪʃn/ käden ja silmän koordinaatio, yhteistyö
hand grenade /hænd grɪˈneɪd/ käsikranaatti
stamina /stæmɪnə/ kestävyys
connection /kəˈnekʃn/ yhteys
explain /ɪkˈspleɪn/ selittää
wounded /wuːndɪd/ haavoittunut
the former – the latter /ðə fɔːmə ðə lætə/ edellinen, ensiksi mainittu – jälkimmäinen
soften /sɒfn, sɔːfn/ pehmentää
apart from /əˈpɑːt frɒm/ lukuunottamatta
warlike /wɔːlaɪk/ sotaisa, sotaan liittyvä
vocabulary /vəˈkæbjuləri/ sanasto
***strike, struck, struck** /straɪk, strʌk, strʌk/ pistää silmään, vaikuttaa jstak jltak, lyödä, iskeä, lakkoilla
outsider /ˌautˈsaɪdə/ ulkopuolinen
speed /spiːd/ nopeus
entirely /ɪnˈtaɪəli/ täysin, kokonaan
require /rɪˈkwaɪə/ vaatia
protective helmet /prəˈtektɪv helmɪt/ suojakypärä
means /miːnz/ keino, keinot
achieve /əˈtʃiːv/ saavuttaa
nationalism /næʃnəlɪzəm/ kansallismielisyys, nationalismi
right-wing /ˈraɪtˈwɪŋ/ oikeisto-, poliittiseen oikeistoon liittyvä
nationalist /næʃnəlɪst/ kansallismielinen, nationalisti
argue /ɑːgjuː/ väittää, esittää, riidellä
physical condition /fɪzɪkl kənˈdɪʃn/ fyysinen kunto
therefore /ðeəfɔː/ siksi
ability /əˈbɪlɪti/ taito, kyky
defend /dɪˈfend/ puolustaa
old-fashioned /ˌəuldˈfæʃənd/ vanhanaikainen
argument /ɑːgjumənt/ väite, peruste, perustelu
unify /juːnɪfaɪ/ yhdistää
boost /buːst/ kasvattaa, vahvistaa
self-esteem /ˌselfɪˈstiːm/ itsetunto
professionally /prəˈfeʃənəli/ ammattimaisesti
trendy /trendi/ trendikäs, muodikas
in terms of /ɪn tɜːms əv/ mitä johonkin tulee, suhteessa, liittyen
media coverage /miːdɪə kʌvərɪdʒ/ näkyvyys mediassa
participant /pɑːˈtɪsɪpənt/ osallistuja, osanottaja
backyard /ˌbækˈjɑːd/ takapiha
game-fixing scandal /ˈgeɪmˈfɪksɪŋ skændl/ sopupeliskandaali
damage /dæmɪdʒ/ vahingoittaa, vaurioittaa
reputation /ˌrepjuˈteɪʃn/ maine
similar /sɪmɪlə/ samanlainen
increase /ɪnˈkriːs/ lisätä
audience /ɔːdɪəns/ yleisö
gain ground /geɪn graund/ edetä
trainer /treɪnə/ valmentaja
reflect /rɪˈflekt/ heijastaa
healthy /helθi/ terveellinen
expat /eksˈpæt/ ulkomailla asuva henkilö
population /ˌpɒpjuˈleɪʃn/ väestö
triennial kolmen vuoden välein
***beat, beat, beaten** /biːt, biːt, biːtn/ voittaa, lyödä, iskeä
hands down /hænz daun/ helposti

5.2C Answer the following questions in English.

1 When and why was Finnish baseball developed?
2 Although not really dangerous, you can still get injured in Finnish baseball. How?
3 Name the two main reasons why Lauri Pihkala thought sport would be good for everybody.
4 According to the text, where is Finnish baseball played?
5 How does money influence the way the game is played?

5.2D Translate the following sentences into Finnish.

1 Developed in the 1920s by Lauri Pihkala, one of its original purposes was for use as a training tool by the Finnish military.
2 Finnish baseball remains a very popular participant sport, enjoyed by thousands of people in schools, backyards and parks.
3 There is some talk about making the rules more similar to international baseball to increase its audience.

5.2E Find the following expressions in the text.

1 eräs sen alkuperäisistä tarkoituksista

_____

2 kestävyys _____

3 ensimmäinen... jälkimmäinen _____

4 ei ehkä näytä ulkopuolisesta vaaralliselta peliltä

_____

5 kasvattaa kansallista itsetuntoa

_____

6 ammattilaistasolla _____

5.3

Formula One

Formula One is primarily a spectator sport for a very good reason: you cannot be a racing car driver without a racing car. And compared to a pair of skates or a bat, the price of a racing car is obviously in a class of its own. It is hard for aspiring racing drivers to raise the huge sums of money needed to succeed in this field, so racing cars is seldom just a hobby. People who do this usually want to race professionally. Fundraising is difficult for enthusiasts in a small country, which makes it all the more astonishing that Finland has produced more Formula One world champions per capita than any other country in the world. Kimi Räikkönen followed Mika Häkkinen, who in turn followed Keke Rosberg. That is the same number of champions as Brazil, which has a population 40 times bigger.

Wheels of steel... and rubber.

One of the reasons for their success may be the famous Finnish temperament. In Formula One circles, the level-headedness of Finnish drivers is highly prized by their teams – Räikkönen is known as the "ice man" for his calm control under pressure, and Valtteri Bottas is described in similar terms: "a cool character who takes his racing seriously." Another reason may be the way Finns learn to drive. In the countryside, racing driver Mika Salo told interviewers, it is not difficult to find a quiet stretch of gravel road where a young driver can mess around. And as cars slide more easily on gravel than on asphalt, this is good practice for learning to control a vehicle. In winter, even the asphalt roads in Finland are covered in snow. And snowmobiling – where the legendary Canadian Ferrari driver Gilles Villeneuve developed his skills – is a popular pastime. So the ability to control a vehicle on a slippery surface is a skill Finns have to develop early.

Glamour and glitz

Formula One developed from the European racing scene, but it took until 1950 before the rules and the details for the championship were hammered out. Lots of drivers bought and raced their own cars in the early days, but as cars became faster and slicker, the big car manufacturers like Ferrari came to dominate the scene. A racing driver (and they are almost exclusively male) competes individually, but he cannot race without the support of a team of specialists that look after his car at all times. It does not matter how good the driver is, if his team is slow at changing his tyres during a pit stop, for example, or if his car is simply slower than a rival's, he will not win the race.

One of the most glamorous and expensive sports in the world, Formula One attracts celebrities like bees to honey, which in turn raises the profile of the sport, leading to increased revenue. World Champion Lewis Hamilton's girlfriend, for example, is the American singer and actress Nicole Scherzinger. However, racing driver Heikki Kovalainen could not care less about the stars and cars image. For him it is about hard work: "You go to the tests, come back home, and then you go to the races, you come back home," he said. Racing cars is a dangerous, fast sport, and drivers need to be on top form at all times, so Kovalainen's attitude is probably sensible. But the champagne, the money, and the glamour are now part and parcel of Formula One racing. It is what the fans of the sport expect.

primarily /praɪmərəli/ pääasiassa
spectator sport /spek'teɪtə spɔːt/ yleisölaji
racing car driver /reɪsɪŋ kɑː draɪvə/ kilpa-autoilija
compared to /kəm'peəd tu/ verrattuna jhkn
bat /bæt/ maila
obviously /ɒbvɪəsli/ selvästi, silminnähden, ilmeisesti
in a class of its own /ɪn ə klɑːss, klæs əv ɪts əun/ omaa luokkkansa
aspiring /ə'spaɪərɪŋ/ urasta haaveileva, uralle pyrkivä
raise /reɪz/ kerätä (varoja)
succeed /sək'siːd/ menestyä
seldom /seldəm/ harvoin
race /reɪs/ kilpailla; kilpailu
professionally /prə'feʃənəli/ ammattimaisesti, ammattilaisesti, ammatikseen
fundraising /ˌfʌnd'reɪzɪŋ/ varainkeruu
enthusiast /ɪn'θjuːzɪæst/ harrastaja, kannattaja, intoilija
astonishing /ə'stɒnɪʃɪŋ/ hämmästyttävä
produce /prə'djuːs, prə'duːs/ saada aikaan, tuottaa
per capita /pə 'kæpɪtə/ henkeä kohti
population /ˌpɒpju'leɪʃn/ väestö, väkiluku
famous /feɪməs/ kuuluisa
temperament /temprəmənt/ luonne, temperamentti
circle /sɜːkl/ piiri, ympyrä; kiertää, muodostaa ympyrä
level-headedness /ˌlevl'hedɪdnəs/ järkevyys, mielenmaltti
highly prized /haɪli praɪzd/ suuresti arvostettu
calm /kɑːm/ rauhallinen
under pressure /ʌndə preʃə/ paineen alaisena
stretch /stretʃ/ tienpätkä, tieosuus; venytellä
gravel road /grævl rəud/ soratie
mess around /mes ə'raund/ tappaa aikaa, puuhailla jnkn parissa
slide /slaɪd/ liukua; liukumäki
cover /kʌvə/ peittää; peitto
snowmobiling /snəuməbiːlɪŋ/ moottori-kelkkailu
legendary /ledʒəndəri/ legendaarinen
popular pastime /pɒpjulə pɑːstaɪm, pæstaɪm/ suosittu ajanviete, vapaa-ajan harrastus
ability /ə'bɪlɪti/ kyky
slippery /slɪpəri/ liukas
surface /sɜːfɪs/ pinta
develop /dɪ'veləp/ kehittyä, kehittää
glamour /glæmə/ glamour, loisto
glitz /glɪts/ glamour, hohto
detail /diːteɪl, dɪ'teɪl/ yksityiskohta
championship /tʃæmpɪənʃɪp/ mestaruus
hammer out /hæmə aut/ saada laadituksi
slick /slɪk/ taitava
car manufacturer /kɑː mænju'fæktʃərə/ autonvalmistaja
dominate /dɒmɪneɪt/ hallita, dominoida
exclusively /ɪks'kluːsɪvli/ ainoastaan, yksinomaan
male /meɪl/ miespuolinen
compete /kəm'piːt/ kilpailla
individually /ˌɪndɪ'vɪdjuəli/ kukin erikseen, yksin, yksilöllisesti
support /sə'pɔːt/ tukea
specialist /speʃəlɪst/ erityisasiantuntija, spesialisti
look after /luːk ɑːfter, æftə/ pitää huolta jstak
tyre /taɪə/ rengas
pit stop /pɪt stɒp/ varikkopysähdys
rival /raɪvl/ kilpakumppani
glamorous /glæmərəs/ loistokas, hohdokas
attract /ə'trækt/ vetää puoleensa
celebrity /sə'lebrəti/ kuuluisuus, julkisuuden henkilö
attract like bees to honey /ə'trækt laɪk biːs tu hʌni/ vetää puoleensa kuin hunaja kärpäsiä
in turn /ɪn tɜːn/ vuorostaan, puolestaan
raise /reɪz/ kohottaa
profile /prəufaɪl/ profiili
***lead, led, led** /liːd, led, led/ johtaa jhnk
increase /ɪn'kriːs/ lisääntyä, lisätä
revenue /revənjuː, revənuː/ tulot
care /keə/ välittää
less /les/ vähemmän
attitude /ætɪtjuːd, ætɪtuːd/ asenne
sensible /sensɪbl/ järkevä
part and parcel /pɑːt ənd pɑːsl/ kuulua erottamattomasti yhteen

5.3C Answer the following questions in English.

1 How does money influence the way the sport is practised?
2 Give two reasons why there are so many good Finnish Formula One drivers.
3 Where and when was Formula One developed?
4 Name three countries in which Formula One is a national sport.
5 Is Formula One considered to be a dangerous sport? Why? / Why not?

5.3D Translate the following sentences into Finnish.

1 Formula One developed from the European racing scene, but it took until 1950 before the rules and the details for the championship were hammered out.
2 Fundraising is difficult for enthusiasts in a small country, which makes it all the more astonishing that Finland has produced more Formula One world champions per capita than any other country in the world.
3 Formula One attracts celebrities like bees to honey.

5.3E Find the following expressions in the text.

1 omassa luokassaan _____
2 kilpa-ajajaksi pyrkivä _____
3 vuorostaan _____
4 paineen alaisena _____
5 suosittu vapaa-ajan harrastus

_____

6 ei voisi välittää vähempää

_____

Go back to your group of three.

5F Go back to your group of three. Discuss the texts using the keywords in the grid and fill in the missing information together.

	Ice hockey	Finnish baseball	Formula One
History	19th century Canada		
Spectator or participant sport			mostly spectators
Amount of money involved	a lot		
Dangerous			very dangerous
Countries in which this sport is popular		Finland and outside Finland in...	
Genders participating			

5G **Read the three sentences from your exercise D in English to the other group members, who will write them down. Begin with ice hockey. Translate the sentences into Finnish orally.**

5H **Teach the expressions in exercise E to your group members, who will write them down. Take turns making full sentences using the expressions.**

5I **Speaking and writing. Choose either A or B. Write 50–100 words.**

A You have to explain the rules of ice hockey, Finnish baseball or Formula One to a foreign person who has never seen the sport before. Do the exercise first orally, in a group of three, and record it if you like. Then write down the rules.

B Describe your experiences of playing Finnish baseball or doing any other sport at school.

INFO BOX

Ice hockey or hockey?

North America, and other countries where ice hockey is very popular refer to the game on ice as "hockey". The same game played on a playing field, usually outdoors, is called "field hockey."

Britain and Australia, however, refer to the game on ice as "ice hockey". There, the game played on a playing field is simply called "hockey".

Topic 6

Women and sport

It doesn't get easier. You just get better.
(Gillian Wang, marathon runner)

Personal dictionary

6A **Read text 6. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 snapshot
2 scarcity
3 mainstream media
4 tap into
5 financial
6 take up
7 increase in
8 attractiveness

INFO BOX

Sport or sports?

While reading the text, pay attention to the use of the words sport and sports.

Sport describes a particular type of sport e.g. *Baseball is his favourite sport.*

Sports is plural.
He enjoys many sports – baseball, ice hockey, football and tennis.

The word sports is also used as an adjective in front of a noun, e.g. *a sports centre, sports equipment, sports injuries, sports sections of a newspaper* etc.

The Finnish word *urheilulaji* can be translated as sport or sports.
e.g. *What sports do you enjoy?*
e.g. *What kind of sport do you enjoy?*

6B **Spend a minute or two listing all the past and present female and male athletes you can think of. Put the men in one column and the women in another. Compare the length of these two lists with your partner.**

- What do you notice?
- What sports come up on each list?
- Is there a difference between the sports men and women watch on TV?
- What is your favourite sport on TV? What is your least favourite sport on TV? Why?
- What sports are dominated by women in Finland?

Topic 6 Key text

Women in sport

Dropping the ball: media coverage of women's sports

Here are two statistics: 1) ninety-seven per cent of Brits know Wayne Rooney's profession; 2) less than twenty per cent know that Rachel Yankey, England's star forward, plays football. These numbers provide a revealing snapshot of the public profile of women's football in the UK. Although women's football teams have been playing for more than a century in Britain, few people seem to know much about them. Sadly, the same seems to be true, not only for football, but for women's sport in general.

Netball for nuns.

Women play sport but not on TV

One obvious reason for this lack of awareness is the scarcity of media coverage. Although women are just as likely to participate in sport as men, and many enjoy watching sport on TV, they are unlikely to see sporting stars of their own gender in mainstream media. Just five per cent of media sports coverage is devoted to women's sport, a fact that has far-reaching effects.

Money matters

One problem caused by this low media profile is the difficulty in attracting sponsorship. Unless TV and newspapers cover women's sport, sponsors will not support it. If women's professional sports cannot tap into big advertising budgets, then athletes' salaries and prizes will continue to be depressed, and the financial success of women's professional leagues and tours will be more difficult to achieve. At the moment, women's sport receives only 0.5 per cent of all sports sponsorship money.

Role models

A further setback caused by poor media coverage is a shortage of well-known sportswomen that might inspire girls to take up a particular sport. Nicola Adams, who won the first Olympic women's boxing gold medal, said: "Just from girls seeing me at the Games on TV, we've seen a seventy-six per cent increase in women taking up boxing. It made a massive difference. If we could get more women's sport on television, the number of women and girls we'd have involved in sport would be huge." Raising the profile of female sporting role models, then, is an effective way to encourage women into sport.

Well played but what was she wearing?

Many sports fans point to a double standard in the way women's sports are covered. When male athletes receive media attention, such coverage is primarily focused on their skilled performance. When female athletes receive media attention, the media is much more likely to focus on their physical attractiveness or non-sport-related elements like their clothing. The physically attractive tennis star Maria Sharapova is the highest earning female tennis player in the world despite winning far fewer tournaments than her contemporary Serena Williams.

Princess Beatrice at the London Marathon.

A false image

If people do not see women's sports reflected in the media, it is easy to get the impression that women are not involved in sporting activities. In the past, this is what happened to women involved in history, art and science. We rarely hear their stories. Do we really want to do the same thing with sport? Because by ignoring the millions of women who participate in sport, that's precisely what we are doing.

per cent /pə'sent/ prosentti
Brit /brɪt/ britti
profession /prə'feʃn/ ammatti
forward /fɔːwəd/ hyökkääjä
revealing /rɪ'viːlɪŋ/ paljastava
snapshot /snæpʃɒt/

---

public profile /pʌblɪk prəufaɪl/ julkinen profiili
obvious /ɒbvɪəs/ silmiinpistävä, päivänselvä
reason /riːzn/ syy
lack of awareness /læk əv ə'weənɪs/ tietoisuuden puute
scarcity /skeəsɪti/

---

media coverage /miːdɪə kʌvərɪdʒ/ näkyvyys mediassa
likely /laɪkli/ todennäköinen
participate in /pɑː'tɪsɪpeɪt ɪn/ osallistua jhnk, ottaa osaa jhnk
unlikely /ʌn'laɪkli/ epätodennäköinen
mainstream media /meɪnstriːm miːdɪə/

---

devote /dɪ'vəut/ omistaa, omistautua
far-reaching /ˌfɑː'riːtʃɪŋ/ kauaskantoinen
effect /ɪ'fekt/ vaikutus
sponsorship /spɒnsəʃɪp/ sponsorointi, rahoittaminen
unless /ʌn'les/ ellei
cover /kʌvə/ käsitellä, mainita, kattaa
support /sə'pɔːt/ tukea; tuki
professional sports /prə'feʃənl spɔːts/ ammattilaisurheilu
tap into /tæp ɪntu/

---

advertising budget /ædvətaɪzɪŋ bʌdʒɪt/ mainosbudjetti

athlete /æθliːt/ urheilija
salary /sæləri/ palkka
continue /kən'tɪnjuː/ jatkaa; jatkua
depressed /dɪ'prest/ taantunut, jälkeenjäänyt, masentunut
financial /faɪ'nænʃl, fə'nænʃl/

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achieve /ə'tʃiːv/ saavuttaa
receive /rɪ'siːv/ saada
further setback /fɜːðə setbæk/ lisätakaisku
inspire /ɪn'spaɪə/ innostaa
***take up** /teɪk ʌp/

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particular /pə'tikjulə/ tietty
boxing /bɒksɪŋ/ nyrkkeily
increase in /'ɪnkriːs ɪn/

---

difference /dɪfrəns/ ero
involved in /ɪn'vɒlvd ɪn/ osallinen jhk, jsskn
huge /hjuːdʒ/ valtava
raise /reɪz/ kohottaa, kasvattaa
effective /ɪ'fektɪv/ tehokas
encourage /ɪn'kʌrɪdʒ/ rohkaista
point /pɔɪnt/ viitata
double standard /dʌbl stændəd/ kaksinaismoralismi
primarily /praɪmərəli/ enimmäkseen, pääasiassa
focus on /fəukəs ɒn/ keskittää, keskittyä
attractiveness /ə'træktɪvnɪs/

---

non-sport-related /ˌnɒn'spɔːtrɪ'leɪtɪd/ urheiluun liittymätön
precisely /prɪ'saɪsli/ tarkalleen ottaen

6C Choose the alternative that best summarises the paragraph.

1 **Dropping the ball: media coverage of women's sports**
a) Women are as good at football as men.
b) Fewer women play football than men.
c) Female football players are less well-known.

2 **Women play sport but not on TV**
a) Women like to watch sports on TV just like men.
b) Women would rather have male athletes as their role models.
c) Women prefer to watch female sporting stars on TV.

3 **Money matters**
a) Sportswomen are depressed because they earn very little.
b) Sponsors want to invest in women's sports but find it challenging.
c) If women's sport was shown more on TV, female athletes would find sponsors more easily.

4 **Role models**
a) Only sportswomen who win important sports events will increase the popularity of the sport among women.
b) If sportswomen were covered more on TV, that would inspire other women to take up sports.
c) The status of women doing sports is improving.

5 **Well played but what was she wearing**
a) Clothing plays an insignificant role in women's sport.
b) Male athletes' appearance has little to do with how much media takes interest in them.
c) Anna Kournikova represents key sporting brands.

6 **A false image**
Summarise the main idea of the final paragraph in one sentence.

Phrase hunt

6D **Find the following expressions in the text.**

1 alle kaksikymmentä prosenttia _____
2 vain harvat ihmiset näyttävät tietävän _____
3 yksi ilmiselvä syy _____
4 omaa sukupuoltaan olevia tähtiurheilijoita
_____
5 kauaskantoiset vaikutukset
_____
6 elleivät TV ja sanomalehdet käsittele naisurheilua
_____
7 vielä yksi takaisku _____
8 76 prosentin kasvu _____
9 saada median huomiota _____
10 keskittyä (johonkin) _____

6E **Translate the following sentences into English.**

1 Tiedätkö syitä sille, miksi naispuolisia tähtiurheilijoita on niin vähän?
2 Katsotko mieluummin omaa sukupuoltasi olevia urheilijoita TV:stä?
3 Kuinka naisurheilijat voisivat saada enemmän median huomiota?
4 Keskitytkö urheilijoiden saavutuksiin vai heidän ulkonäköönsä?

6F **Think of three more questions that have something to do with sport. Write them down in English. Work in pairs and take turns asking questions and answering them, too. Start with asking and answering the translated questions in 6E.**

INFO BOX

Tricky sports translations

harrastaa liikuntaa to take exercise, to exercise
käydä salilla to work out, to go to the gym
mennä treeneihin to go to (football) training/practice
(N.B. Sounds more fluent if you specify the activity.)
hyötyliikunta exercise from doing everyday activities
välineurheilu sport requiring equipment
urheilulaji sport, kind of sport
yksilölaji individual sport
joukkuelaji team sport

6G **Match the beginnings and endings of the sentences so that they are in keeping with the text. Afterwards choose three and translate them into Finnish.**

1 These numbers provide _____
2 One problem caused by _____
3 Women's sport _____
4 Female athletes' salaries will continue _____
5 In the past the stories told by history, art and science _____

A the lack of media coverage is a lack of sponsorship.
B to be depressed.
C receives only half a per cent of all sports sponsorship money.
D suggested that women had little relevance in these areas.
E a revealing snapshot of women in sport.

6H Fill in the missing prepositions. All the words in bold appear in the text. After filling in the prepositions translate the expressions.

Serena Williams is ranked among the best female tennis players of all time. Hitting the ball at up to 175 km/h, Serena's serve is the fastest that women's tennis has ever seen.

An essential part of her success is her father, Richard, who was **involved** 1 _____ her training from the very beginning. It was not easy. There was **a lack** 2 _____ proper training facilities in the rough part of Los Angeles where the family lived – they had to beg balls from local clubs, and the courts were covered with broken glass and full of potholes. Serena and her older sister Venus started to **participate** 3 _____ professional matches when they were still young teenagers. At this point Richard told Serena that if she was going to **take** 4 _____ tennis professionally, she should **focus** 5 _____ her serve, and to strengthen her serving arm he made her throw baseballs, footballs, even rackets, as far as she could. Soon the two sisters started winning every match they played.

Serena is no angel and every now and then there are stories about aggressive arguments with umpires and officials. But when she **taps** 6 _____ this natural aggression on court, she is unbeatable.

Serena Williams wins again.

6I **Have three-minute debates on the following topics.**
In debate these topics are called motions.

1 Men's sport is more interesting to watch than women's.
2 In sport, winning is everything.
3 Ice hockey is too violent a sport.
4 The media should be forced to report women's sport equally to men's sport.
5 Skiing is a better sport than basketball.
6 Women should play football in the same teams as men.
7 Team sports are more interesting than individual sports.
8 Girls and boys should be in the same P.E. lessons.

Form groups of four.

- Decide which two students will argue for the motion and which two will argue against. Do not worry if these are not your personal opinions.
- Make notes (5 minutes maximum).
  One pair writes down arguments for the motion.
  One pair writes down arguments against it.
  Each pair works together.

Three-minute debate

- Take turns presenting your arguments.
- You can use your notes to help you, but you do not need to stick to them.

Follow this order:

- Student 1 speaks for the motion.
- Student 2 speaks against the motion (and can answer points raised by student 1).
- Student 3 speaks for the motion (and can answer points raised by student 2).
- Student 4 speaks against the motion (and can answer points raised by student 3).

6J **Many English idioms are taken from sports. Here are ten that are often used. Match the idiom with its meaning. Which sport do you think it comes from? Write the number in the box below.**

1 the ball is in your court _____
2 to be out of step with _____
3 to catch someone out _____
4 three strikes and you're out _____
5 to kick off with _____
6 below the belt _____
7 to get one's skates on _____
8 not to pull one's weight _____
9 in the short run _____
10 to jump in at the deep end _____

A to leave one's share of the work to others
B to begin
C it is your turn to act
D unfair
E you only get three chances
F in the near future
G to discover someone is lying
H to hurry up
I to start to do something new and difficult without preparation
J not having the same ideas as the group you are in

☐ baseball	☐ swimming
☐ athletics	☐ rowing
☐ boxing	☐ dance
☐ tennis	☐ football
☐ cricket	☐ skating

6K Rewrite the underlined parts of the following sentences using an appropriate sports idiom from exercise 6J.

1 What does our school do about smokers? If you are caught three times you are expelled.

2 Come on, get a move on. The bus is leaving in five minutes.

3 You asked me for Siobhan's phone number, and here it is. It's up to you to call her.

4 She told her flatmate that if he did not help with the housework, he would have to leave.

5 Telling your little brother he was a total loser was a bit cruel. He's only four.

6 Skipping meals might help you lose weight quickly, but it is a bad strategy in the long run.

7 The politician's views on taxation annoy many voters.

8 The song contest opened with a performance from the previous year's winners.

9 Exchange students need to be ready to try unfamiliar experiences.

10 Kevin said his dog had eaten his homework. His teacher told him it wasn't true because he knew that Kevin was allergic to dogs.

6L Choose A, B or C. Write a composition of at least 150 words.

A Do you think there is enough media coverage of women's sports?
B A mini-biography of an athlete.
C An account of an athlete who has been in a media scandal.

Topic 7
Pronunciation

Long and short vowels

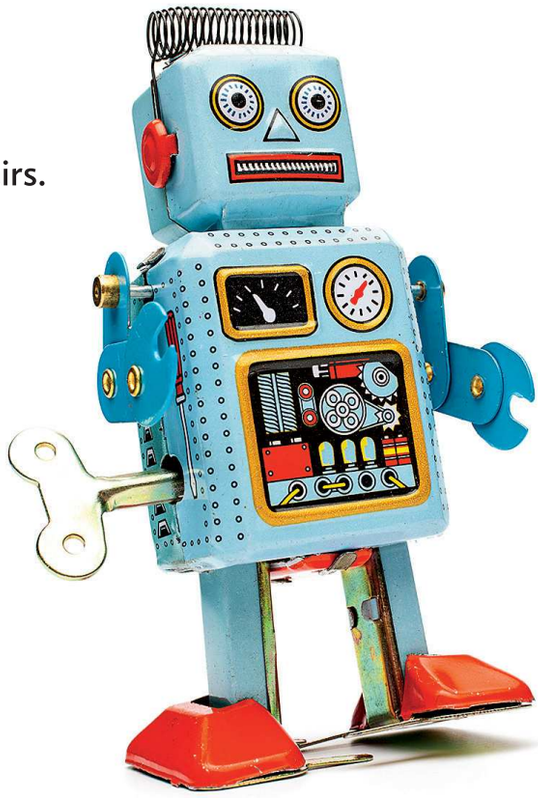
7A **Listen to the words. Then say them in pairs. Pay attention to the short /i/ and /u/ and long vowels /iː/ and /uː/.**

/i/ – /iː/

1 live – leave
2 sill – seal
3 kill – keel
4 tin – teen

/u/ – /uː/

1 look – Luke
2 foot – food
3 full – fool
4 pull – pool



A killer robot about to keel over.

7B **Choose the correct word to make a meaningful sentence. Then listen to the audio to check your choices.**

1 They herded us off the cruise sheep/ship and around the town as if we were sheep/ship.
2 He looked a little eel/ill while eating the eel/ill soup.
3 After the earthquake, Akiko didn't want to leave/live in Japan any more. She wanted to leave/live the country.
4 When she was still a teen/tin she forced her parents to recycle their teen/tin cans.
5 Look/Luke at look/Luke, he's wearing a Scottish kilt.
6 Only a fool/full would drive across the desert without a fool/full tank of petrol.
7 He fell into the pool/pull fully-clothed, and the lifeguard had to pool/pull him out.
8 Don't drop food/foot on the foodpath/footpath; it will attract bears.

7C **Test your reading skill. Work in pairs. Take turns reading the following sentences out loud.**

1 Kim was keen to keep the beans in the bin.
2 We ate chips and cheese on a beach in Greece.
3 He skies and swims. It's the reason he's thin.
4 Why is the school pool full of wool?
5 Should Ruth tell the truth about the footprints in the wood?
6 After eating stewed prunes for pudding, Sue is in a good mood.
7 He hid his blue hood in the moonlit wood.
8 Lizzie's kid Luke thinks school is easy.

A peaceful beach in Greece.

Topic 8

Read on

If you're not big enough to lose, you're not big enough to win.
(Walter Reuter, photojournalist)

8A **Listen to three different types of sports commentary, and answer the questions.**

Great moments in sporting history

Being a sports commentator is probably a dream job for any sports enthusiast, but it may be harder than it seems. Since commentary is always live, and unexpected things can happen at any time, sports commentators have to be able to speak (and think) clearly and quickly. Reporters also need an in-depth knowledge of many different kinds of sports since they often need to fill the quiet moments, when not much is happening, with information about the competitors, the teams, previous matches, and so on. The style and pace of the commentary also depends on the type of event, and whether it is for radio or television audiences.

1 What is the sport?
2 What medium is being used? Radio or TV?
3 Explain in less than 12 words what has happened.
4 In your opinion, what is the greatest moment in sporting history?

8B **Before listening to text 8, read through the questions. Then listen and take notes to help you answer the questions.**

1 Who are the main characters in the story?
2 Who is telling the story?
3 Where is the story taking place?
4 What is the problem?

Topic 8

Fever Pitch: A fan's life

Dad paid a tout way over the odds for a pair of tickets (I never found out exactly how much, but later, with justified anger, he led me to understand that they'd been very expensive) and I went to Wembley for the first time.

Arsenal were playing Swindon Town, a Third Division team, and no one seemed to have any real doubts that Arsenal would win the game, and therefore their first cup for sixteen years. I wasn't so sure. Silent in the car all the way there, I asked Dad on the steps up to the stadium whether he was as confident as everyone else. I tried to make the question conversational – sports chatter between two men on a day out – but it wasn't like that at all: what I really wanted was reassurance from an adult, a parent, my father, that what I was about to witness wasn't going to scar me for life. "Look," I should have said to him, "when they're playing at home, in an ordinary League game, I'm so frightened that they'll lose that I can't think or speak or even breathe, sometimes. If you think Swindon have any kind of chance at all, even a chance in a million, it's best if you take me home now, because I don't think I'd be able to cope."

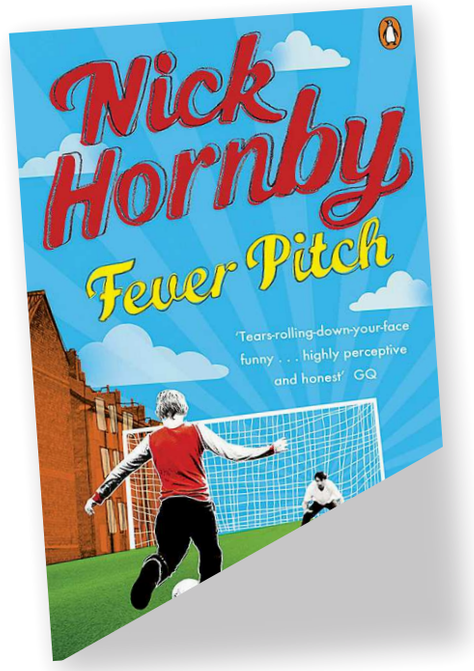
Wembley Stadium: FA Cup finals.

If I had come out with that, then it would have been unreasonable of my father to make me go inside the stadium. But I simply asked him, in an assumed spirit of idle curiosity, who he thought would win the game, and he said he thought Arsenal would, three or four nothing, the same as everyone else did, and so I got the reassurance I was looking for; but I was scarred for life anyway. My father's blithe confidence later seemed like a betrayal.

I was so scared that the Wembley experience – a crowd of a hundred thousand, the huge pitch, the noise, the sense of anticipation – passed me by completely. I sat shivering until Swindon scored shortly before half-time, and then the fear turned to misery. The goal was one of the most calamitously stupid ever given away by a team of professionals: an inept back-pass, followed by a missed tackle, followed by a goalkeeper slipping over in the mud and allowing the ball to trickle over the line just inside the right-hand post. For the first time, suddenly, I became aware of all the Swindon fans sitting around us. I hadn't ever come across opposing fans before, and I loathed them in a way I had never before loathed strangers.

With one minute remaining in the game, Arsenal equalised, unexpectedly and bizarrely, a diving header from a rebound off the goalkeeper's knee. I tried not to weep with relief, but the effort was beyond me; I stood on the seat and yelled at my father, over and over again, "We'll be all right now, won't we? We'll be all right now!" He patted me on the back, pleased that something had been rescued from the dismal and expensive afternoon, and told me that yes, now, finally, everything would be OK.

It was his second betrayal of the day. Swindon scored twice more in extra time, one a scrappy goal from a corner, the other from Don Rogers after a magnificent sixty-yard run, and it was all too much to bear. When the final whistle went, my father betrayed me for the third time in less than three hours: he rose to his feet to applaud the extraordinary underdogs, and I ran for the exit.



When my father caught up with me he was furious. He delivered his ideas on sportsmanship with great force (what did I care about sportsmanship?), marched me to the car, and we drove home in silence.

Nick Hornby: Fever Pitch

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tout /taut/ lipputrokari
pay over the odds /peɪ 'əuvə ði ɒdz/ maksaa liikaa
***find out** /faɪnd aut/ saada selville
justified /dʒʌstɪfaɪd/ oikeutettu
anger /æŋgə/ viha
***lead, led, led** /liːd, led, led/ opastaa, johtaa, johdattaa
doubt /daut/ epäilys; epäillä
therefore /ðeəfoː/ siksi, näin ollen
silent /saɪlənt/ hiljainen, äänetön
confident /kɒnfɪdnt/ luottavainen
conversational /ˌkɒnvə'seɪʃənl/ keskusteleva, keskustelu-
chatter /tʃætə/ rupattelu
reassurance /ˌriːə'ʃuərəns/ rauhoittelu, vakuuttelu
adult /ə'dʌlt/ aikuinen
witness /wɪtnɪs/ todistaa
scar /skɑː/ jättää arpi; arpi
ordinary /ɔːdɪnəri/ tavallinen
frightened /fraɪtnd/ pelästynyt, pelokas
breathe /briːð/ hengittää
chance /tʃɑːns, tʃæns/ mahdollisuus
cope /kəup/ kestää, selviytyä
unreasonable /ʌn'riːznəbl/ kohtuuton, järjenvastainen
assumed /ə'sjuːmd, ə'suːmd/ tekaistu
spirit /spɪrɪt/ itseluottamus, usko, henki
idle /aɪdl/ tyhjänpäiväinen, joutava, laiska
curiosity /ˌkjuərɪ'ɒsɪti/ uteliaisuus
blithe /blaɪð/ hilpeä, iloinen
confidence /kɒnfɪdns/ luottamus
betrayal /bɪ'treɪəl/ petos
scared /skeəd/ peloissaan
experience /ɪk'spɪərɪəns/ elämys, kokemus
crowd /kraud/ väkijoukko
pitch /pɪtʃ/ kenttä
anticipation /ænˌtɪsɪ'peɪʃn/ ennakkoaavistus, innokas odottaminen
shiver /ʃɪvə/ vapista, väristä, hytistä
score /skɔː/ tehdä maali
misery /mɪzəri/ kurjuus, surkeus
calamitously /kə'læmɪtəsli/ tuhoisasti, katastrofaalisesti
inept /ɪ'nept/ taitamaton, kyvytön, osaamaton
back-pass /bækpɑːs, bækpæs/ syöttö taaksepäin
tackle /tækl/ taklaus
slip over /slɪp əuvə/ liukastua
mud /mʌd/ muta
trickle /trɪkl/ valua, vuotaa
suddenly /sʌdənli/ yhtäkkiä
***become aware of** /bɪ'kʌm ə'weə əv/ tulla tietoiseksi jstak
***come across** /kʌm ə'krɒs/ tavata
opposing /ə'pəuzɪŋ/ vastapuolen, vastustava
loathe /ləuð/ inhota
stranger /streɪndʒə/ tuntematon, vieras
equalise /'iːkwəlaɪz/ tasoittaa
unexpectedly /ʌnɪk'spektɪdli/ odottamattomasti
bizarrely /bɪ'zɑːli/ oudosti, kummallisesti
diving /daɪvɪŋ/ sukeltava
header /hedə/ pukkaus
rebound /rɪ'baund/ ponnahtaa, kimmota
***weep, wept, wept** /wiːp, wept, wept/ itkeä
relief /rɪ'liːf/ helpotus
effort /e'fət/ yritys
***be beyond me** /bɪ'jɒnd miː/ ylittää käsityskykyni
seat /siːt/ istuin, penkki
yell /jel/ karjua, huutaa
pat /pæt/ taputtaa, taputella, silittää
rescue /reskjuː/ pelastaa
dismal /dizml/ lohduton, synkkä, surullinen
scrappy /skræpi/ äkäinen, ärhäkkä
magnificent /mæg'nɪfɪsnt/ suurenmoinen, mahtava
***bear, bore, born** /beə, bɔː, bɔːn/ sietää, kestää
whistle /wɪsl/ vihellys; viheltää
applaud /ə'plaud/ taputtaa, antaa aplodit
extraordinary /ɪk'strɔːdənri, ɪk'strɔːdəneri/ omituinen, erikoinen, kummallinen
underdog /ʌndədɒg/ altavastaaja
***catch up with** /kætʃ ʌp wɪð/ saavuttaa, ottaa kiinni
furious /fjuərɪəs/ raivoissaan; raivostunut, hurjistunut
deliver /dɪ'lɪvə/ jakaa, päästää
sportsmanship /spɔːtsmənʃɪp/ urheiluhenki, urheilullisuus
force /fɔːs/ voima
march /mɑːtʃ/ marssittaa, marssia; marssi
silence /saɪləns/ hiljaisuus

8C Study the text on your own or in pairs and answer the questions in English.

First and second paragraph

1 What is the boy afraid of?
2 What does the boy expect his father to do?

Third paragraph

3 What sentence in the paragraph predicts (foreshadows) what is about to happen?

Fourth paragraph

4 What, in your opinion, is the most important sentence in the paragraph? Why?

Fifth and sixth paragraph

5 The boy felt that the father had betrayed him. Why? And in what ways?

Seventh paragraph

6 What does the father mean by sportsmanship?

8D Work with the vocabulary.

- Find six words that describe strong feelings.
- Find six words that are connected to football. Can any of the words you found be used in sports other than football?
- Work with your partner. Show the words you chose and make sure you know the meaning of both your words and your partner's words.

8E Find a sports website or a sports blog (it can be a written sports commentary of a game, for example). Choose at least six expressions from it that are important for the sport in question and write them down. Form groups of four. Read your expressions one at a time as clues. Your partners will try to guess the sport.

Note: Sometimes the expressions may be used in more than one sport.

8F Fans are an important part of many sports. Write a short description of fans (of any sport) or you as a sport fan. (100–150 words.)

UNIT 3

Going places

Topic 9

Travel

Life is the train, not the station.

(Paulo Coelho, Brazilian writer. From the novel Aleph*)*

9A **Work in pairs or small groups and discuss the following questions.**

1 What was the first trip you ever took, in Finland or abroad?
2 Who makes the decisions when your family decides to go on holiday?
3 What is the most beautiful place you have ever been to?
4 If you could choose one place to go on your next holiday, where would it be? And why?
5 Name some things that you always take with you on a trip.
6 Have you ever been in a difficult situation while travelling?

9B **Work with a partner or a small group and play an online game.**

Route 66 is a famous road in the U.S. that is mentioned in novels, films and songs. Also known as the Main Street of America, it was the first road to go straight across the U.S., from Chicago to Los Angeles. The Route 66 game can be found in the online exercises of On Track 2.

Personal dictionary

9C **Read text 9. Find the words below in the text and underline them.**

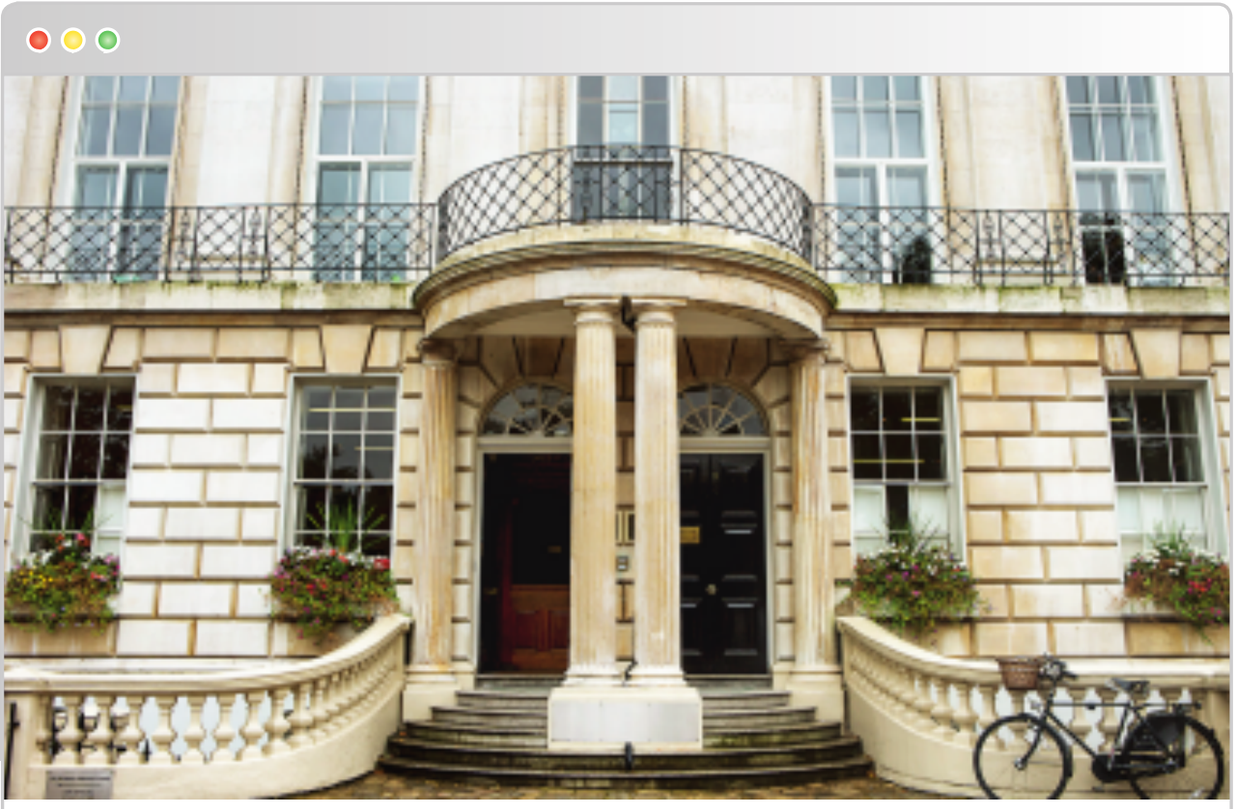
- First, guess the meaning of the words, then look them up in the vocabulary app if necessary.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 review
2 tourist attraction
3 well-equipped
4 amenities
5 rip-off
6 well located
7 retired
8 appreciate
9 soak
10 sightseeing

Topic 9 Key text

Travel advice

Thanks to a growing number of travel-related websites such as TripAdvisor, ordinary travellers can now post their reviews and opinions of hotels, restaurants, and tourist attractions. One surprising aspect of these reviews is how different the comments can be, even for the same place.



Queensbridge Hotel

24 Queens Road, Bayswater, London, Greater London, W2 4SH

Situated in leafy Bayswater, the Queensbridge Hotel is just a stone's throw from Hyde Park and a two-minute walk away from the Tube. Queensbridge Hotel offers 25 en-suite rooms and a convenient 24-hour reception, as well as a lift and a guest lounge. Internet access is available for those who need to remain connected while on the road. The cosy, well-equipped rooms at the Queensbridge Hotel offer a private bathroom, a TV, tea/coffee-making facilities and a hairdryer. A continental or full English breakfast is served daily.

→

Hotel Reviews

Review 1: "Unwelcoming reception, depressing room!"

I spent 3 nights in that hotel and omg I wish I hadn't!

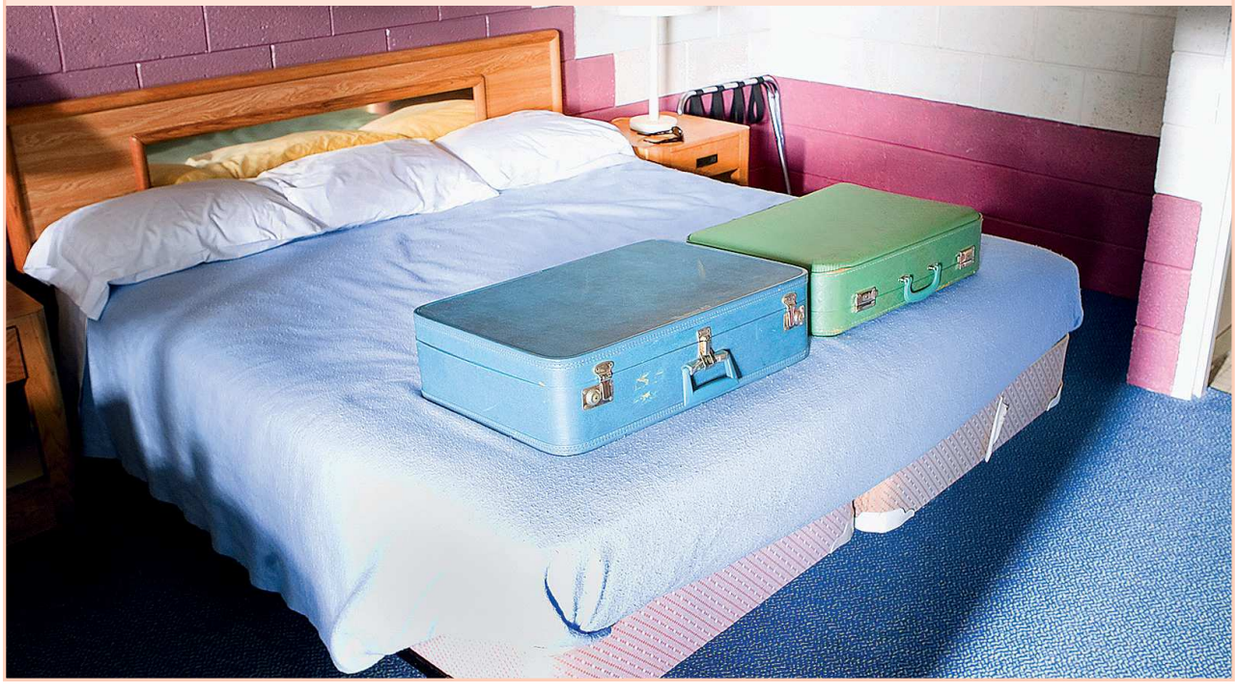
The woman at the reception desk was not very welcoming.
Just: "Yes." "No." "Room key." "Upstairs."

The rooms are tiny and cramped. And the bed was soooooo uncomfortable. I could feel the springs poking me in the back. Backache and shoulder pain for a week afterwards. No amenities in the room apart from the promised tea or coffee. A £10 deposit needed to borrow an iron, but no ironing board so had to iron on the carpet. I asked for an adapter because our phone charger doesn't have a UK-style plug, but none were available. There was no key to the room safe, either.

The shower was a joke. The water was either really hot or really cold and came one drip at a time. Ended up having to rinse my hair in the sink.

All this for the best part of £300. A rip-off! There's another hotel two doors down. Much better value!

Liked – Leaving in the morning.
Disliked – Oh, where to start?



Review 2: "Well located!"

We chose this hotel because of the location – right in the heart of London, but also near the park. It was handy for the Tube and just round the corner from a major shopping street.

The girl in reception was from Göttingen in Germany, where my wife is from. We enjoyed chatting to her in German and she really made us feel at home. She remembered our names and our room number, and gave us tips about where to go in London.

The room was small but cosy, and there was no traffic noise.

Take the full English breakfast, rather than the continental. Two rashers of bacon, a sausage, a fried egg, baked beans and mushrooms! It will keep you going for most of the day, and you won't need another big meal until the evening.

Review 3: "Slow lifts, but clean and quiet room."

We were located on the top floor which meant there were a lot of stairs to climb. Daunting for a retired couple. The lifts were slow to arrive, and when they did they left us standing for five minutes at a time.

On a positive note, at least the room was quiet and clean. The mattress was a little lumpy, but they kindly changed it for us when we asked, so we got a good night's sleep.

There were no drawers to put things in and the wardrobe had only a few hangers. So we lived out of a suitcase most of the time.

We appreciated having a bath as well as a shower. It was soothing to have a long soak after a hard day's sightseeing. Speaking of sightseeing, there were many helpful tourist maps and leaflets in the reception.

If you can't face a greasy fry-up first thing in the morning, the alternative continental breakfast is disappointing – a bread roll and a glass of orange juice. No gluten-free version available, so I had to make do with a glass of orange juice.

ordinary /ɔːdɪnəri/ tavallinen
review /rɪˈvjuː/

---

tourist attraction /ˈtuərɪzəm əˈtrækʃn/

---

aspect /æspekt/ näkökanta, puoli
***be situated** /biː sɪtʃueɪtɪd/ sijaita
leafy /liːfi/ lehtevä, vehmas
the Tube /ðə tjuːb/ Lontoon metro
en-suite room /ˌɒnˈswiːt ruːm/
kylpyhuoneella varustettu huone
convenient /kənˈviːnɪənt/ mukava, sopiva
as well as /æz wel æz/ sekä ... että
lift /lɪft/ hissi
lounge /laundʒ/ oleskeluhuone, aula
access /ækses/ pääsy, päästä käsiksi
available /əˈveɪləbl/ saatavilla
remain /rɪˈmeɪn/ pysyä, viipyä
cosy /kəuzi/ kodikas
well-equipped /welɪˈkwɪpt/

---

tea/coffee-making facilities
/tiː/kɒfi meikɪŋ fəˈsɪlɪtiːs/
teen ja kahvinkeittovälineet
continental /ˌkɒntɪˈnentl/ mannermaalainen
unwelcoming /ʌnˈwelkəmɪŋ/ epäystävällinen
depressing /dɪˈpresɪŋ/ masentava
tiny /taɪni/ pikkuruinen
cramped /kræmpt/ ahdas
spring /sprɪŋ/ jousi
poke /pəuk/ pistää, tökätä
backache /bækeɪk/ selkäkipu
shoulder pain /ʃəuldə peɪn/ olkakipu
amenities /əˈmiːnɪtiːs/

---

apart from /əˈpɑt frɒm/ lukuun ottamatta
promised /prɒmɪst/ luvattu
deposit /dɪˈpɒzɪt/ pantti, takuumaksu;
tallettaa
iron /aɪən/ silitysrauta; silittää
ironing board /aɪənɪŋ bɔːd/ silityslauta
phone charger /fəun tʃɑːdʒə/ puhelimen laturi
plug /plʌg/ pistoke; laittaa pistoke seinään
room safe /ruːm seɪf/ tallelokero
drip /drɪp/ tippa; tiputtaa, vuotaa, tihkua
rinse /rɪns/ huuhdella; huuhtelu
sink /sɪŋk/ lavuaari
rip-off /rɪp ɒf/

---

well located /wel ləuˈkeɪtɪd/

---

location /ləuˈkeɪʃn/ sijainti
handy /hændi/ kätevä
traffic noise /træfɪk nɔɪz/ liikenteen melu
rasher /ræʃə/ viipale
baked beans /beɪkt biːns/ pavut
tomaattikastikkeessa
climb /klaɪm/ kiivetä; kiipeäminen, nousu
daunting /dɔːntɪŋ/ lannistava, pelottava
retired /rɪˈtaɪəd/

---

on a positive note /ɒn ə pɒzɪtɪv nəut/
myönteisesti ajatellen
mattress /mætrɪs/ patja
lumpy /lʌmpi/ möykkyinen
drawer /drɔːə/ vetolaatikko
hanger /hæŋə/ henkari, vaateripustin
appreciate /əˈpriːʃɪeɪt/

---

soothing /suːðɪŋ/ rauhoittava
soak /səuk/

---

sightseeing /saɪtsiːɪŋ/

---

leaflet /liːflɪt/ esite
alternative /ɔːlˈtɜːnətɪv/ vaihtoehtoinen
gluten-free /ˌgluːtnˈfriː/ gluteeniton
***make do with** /meɪk duː wɪð/
pärjätä jollakin, tyytyä johonkin

9D Have a look at the reviews again and answer the questions.

- Can you guess where the reviewers come from? _____
- What else can you say about them (their age, gender, personality, etc.)?

_____

- The reviews contain some positive and negative comments about the hotel. Fill in the grid with the details.

Positive	Negative
1	1 e.g. unwelcoming reception
2	2
3	3

9E Answer the questions in English.

1 Which one of the travellers was most pleased with the hotel and why?
2 Based on the reviews, would you book a room in this hotel? Why? Why not?
3 Which would be the most important qualities in choosing a hotel when visiting London (location, price, rooms, service, etc.)?
4 How much do you trust the marketing information on travel websites?

HOW TO

How to use hyphens

Use a hyphen in a compound adjective that describes a noun:
a well-equipped **room**. But do so only before the noun, not after it:
The room is well equipped.

Further examples:
The hotel is well located.
It is a well-located **hotel**
Sue is sixteen years old.
Sue is a sixteen-year-old **girl**.

N.B. Adverbs ending in -ly are not hyphenated to the verbs they modify:
a brightly coloured shirt.

Phrase hunt

9F **Find the following expressions in the text.**

1 sijaita jossakin _____

2 kivenheiton päässä _____

3 kahden minuutin kävelymatkan päässä

_____

4 lukuun ottamatta _____

5 ihan kulman takana jostakin _____

6 sai meidät tuntemaan olomme kotoisaksi

_____

7 antoi meille vinkkejä jostakin _____

8 myönteisesti ajatellen _____

9 saimme hyvät yöunet _____

10 pärjätä jollakin _____

9G All the following adjectives appear in the text. Choose the best alternative for the missing part in the sentence.

1 Our hotel room was so ... there wasn't room to swing a cat!
a) continental b) cosy c) tiny

2 The woman who ran the B&B opened the door with a smile. But when she saw our dog, her smile faded and her manner became cold and ...
a) depressing b) unwelcoming c) helpful

3 The paperwork needed to get a visa to Nauru is so ... I feel like giving up.
a) daunting b) soothing c) lumpy

4 Why shouldn't I take my woolly beanie with me to Greece in December? It might come in ...
a) useless b) handy c) comfortable

5 Did you talk to the nice ... couple on the beach? Were their names Tarja and Pentti?
a) leafy b) different c) retired

6 Arnold really dislikes flying. The seats are so ..., even in 1st class.
a) greasy b) cramped c) convenient

7 The food in that restaurant Thai Tanic really left a lot to be desired. The rice was incredibly ...
a) positive b) surprising c) lumpy

8 Can't you find any ... flights to the Isle of Skye? It will take us 10 hours to get there!
a) quiet b) alternative c) disappointing

9H Look at the following words related to travelling and holidays. Place them in the appropriate boxes. Some words may fit in more than one box. Use the vocabulary app if necessary.

Travel and holiday vocabulary

Preparations	Getting there
Accommodation	At the destination

arrivals
B&B
cabin
check-in
customs
double room
flight attendant
immigration
journey
priority boarding
resort
sightseeing
souvenirs
tram
visa

backpacker
boarding pass
camping site
coach
departures
excursion
guide book
international flight
landing
package holiday
route
scenery
take off
twin room
voyage

baggage claim
cabin crew
carry-on luggage
currency exchange
domestic flight
ferry
holiday rep
itinerary
motel
passenger
rucksack
sights
travel agent
vaccination
youth hostel

91 **Read the following sentences. Try to guess the meaning of the underlined idiom by circling the correct alternative.**

Travel idioms

1 It is getting quite late. We should hit the road.
What should they do? a) Leave.
b) Hit the road with a hammer.

2 My mom drives me round the bend. She is always complaining about my friends.
What does mom do? a) She always gives me a lift around the corner.
b) She drives me crazy.

3 That computer salesman really took the couple for a ride.
And they thought they were getting a great bargain!
What did the computer salesman do? a) He deceived the couple.
b) He drove them around town.

4 Guess what? Look at this lottery ticket. I think my ship has come in.
What has happened? a) I may have won some money.
b) I may have won a ticket for a sailing cruise.

5 Sorry, but the tickets are sold out. You have missed the boat.
What has happened? a) I was too late to catch the boat.
b) I was too late to get tickets.

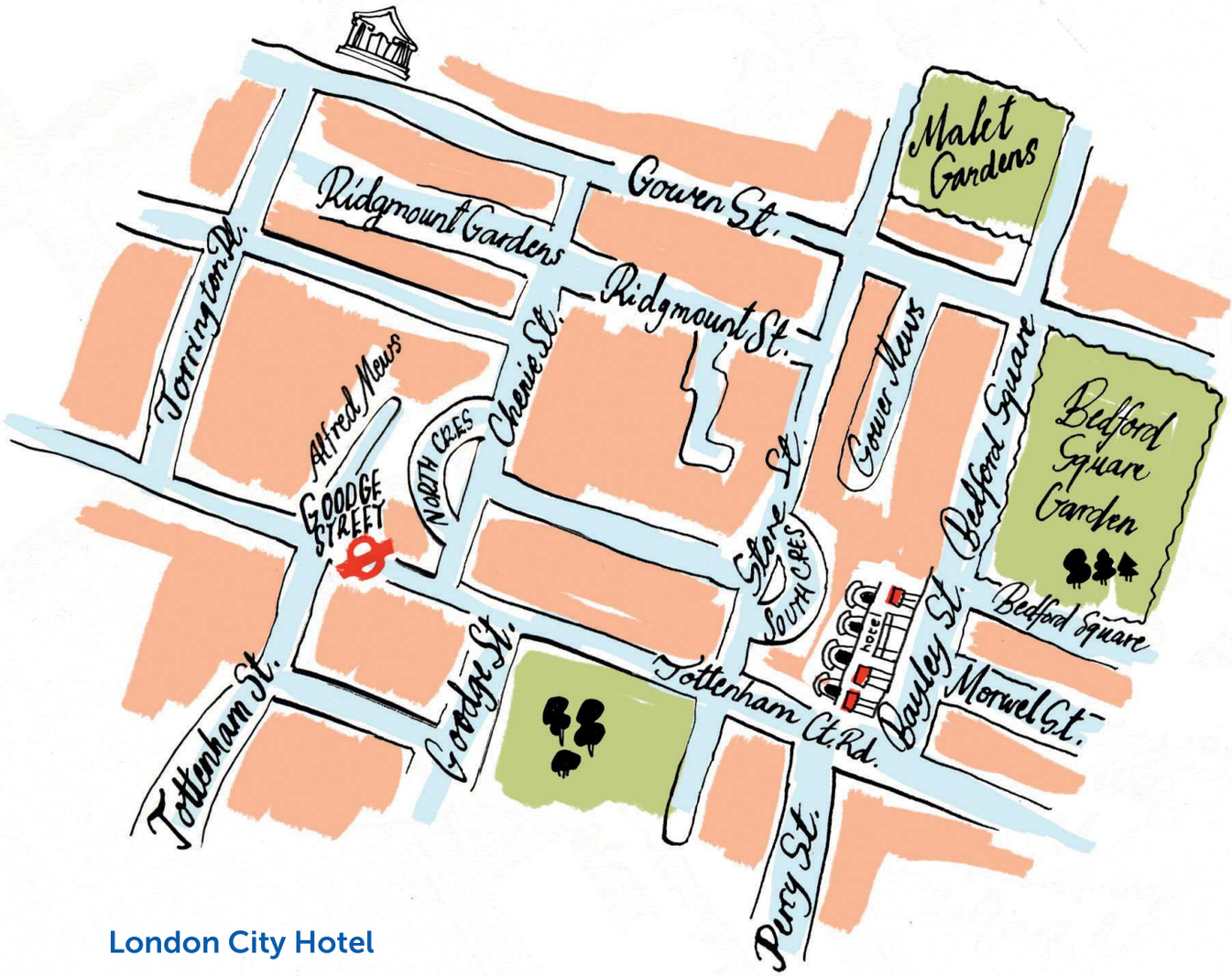
6 Don't complain about your difficult assignment. You should see mine!
We are in the same boat.
What is this person saying? a) They both have demanding tasks to do.
b) They have some difficulties with their sailing boat.

7 Jack told me he sailed through the exam.
What was Jack's exam like? a) It was about sailing.
b) He did well in the exam.

8 Has Mr. Smith gone off the rails? I saw him riding a cow.
How is Mr. Smith behaving? a) In an odd way.
b) He has tripped over some rails.

9J Listen to the following phone call. You will act out a similar kind of situation in exercise 9K.

Confirming a hotel reservation over the phone



London City Hotel

- **Location:** 5 Bayley Street, Bloomsbury.
- **Nearest underground station:** Goodge Street.
- **Rates:** standard double/twin room £160, standard single room £120, superior double/twin room £190, superior single £150.
- **Room amenities:** coffee/tea maker, safety deposit box, refrigerator, en-suite bathroom, hairdryer, satellite TV, iron/ironing board.
- **Hotel facilities:** bar/lounge, coffee shop, breakfast available (£18 per person continental, £23 full English), business centre, 24-hour front desk, laundry service, free Wi-Fi.

9K Work in pairs. Decide who is A and who is B. Read the information about your roles. Student A begins.

Student A: Hotel receptionist

A customer will call you to confirm a reservation. Ask them for the following details:

- Name and contact information
- Date of arrival
- Length of stay
- Type of room reserved

Invent answers to any questions they ask.
Opening line: "London City Hotel, how can I help you?"

Student B: Customer

You have booked a hotel room in London but cannot reach them by email. You are calling to confirm the reservation. Be prepared to give the following information:

- Your name and contact information
- Date of arrival
- Length of stay
- Type of room you reserved

Ask the receptionist about:

- Room amenities (television, Wi-Fi, iron, safety deposit box, tea/coffee-making facilities, fridge...)
- Breakfast: price for continental and full English, at what time?
- Hotel facilities (restaurant, gym, 24-hour reception...)
- Location
- Parking

Closing line: "Thanks very much for your help."

9L **Replace the underlined words with a single adjective from the following list. Use the vocabulary app if necessary.**

grubby grumpy musty scruffy shifty sleazy tacky rowdy

Describing hotels: Negative adjectives ending in -y

1 The staff at the front desk were bad-tempered.
2 When I opened the wardrobe there was a stale, damp, mouldy smell.
3 The breakfast staff were a(n) unkempt and untidy trio who looked like they'd just got out of bed.
4 It was a sordid, disreputable hotel. There were drug dealers hanging about outside my window.
5 The décor was amazingly tasteless – a plastic chandelier hanging from the ceiling and gold butterfly bath taps.
6 The hotel was located in a noisy, boisterous, rough neighbourhood, so I didn't get much sleep.
7 The street feels safe enough during the day, but at night there are some untrustworthy, dishonest-looking characters wandering around.
8 I had to ask for the dirty, grimy sheets and unwashed blankets to be changed.

9M **You are travelling around Europe in the summer. Write a paragraph or two about one of the following topics.**

A A review of your accommodation.
B A blog entry about your experiences of travelling alone.
C A social media status update on your first day in a foreign country.

9N Project: Dream holiday

**The teacher will give you information about your travel budget.
Then do some research on the internet and decide on your travel destination, accommodation and daily itinerary. Be prepared to give a short oral account of your travel plan to your classmates.**

9O

**Listen to the following text about different types of accommodation.
Answer the questions by choosing the correct alternative during the pauses.
Before starting, read through the questions.**

Cheap places to stay

1 In Jason's opinion
   a) people should not write reviews of their accommodation.
   b) people should be more realistic about their expectations.
   c) people should go camping more often.

• • •

2 Dave stayed at a capsule hotel in Tokyo because
   a) it was so clean.
   b) he didn't feel safe at his friend's place.
   c) he wanted to save money.

A capsule hotel in Tokyo.

3 A capsule hotel suits people who
   a) enjoy trying something new.
   b) just need a place to rest.
   c) like futuristic accommodation.

• • •

4 Keira found the Rotel
   a) convenient but noisy.
   b) cosy but expensive.
   c) cheap but cramped.

• • •

5 According to Jason, when staying at an English B&B
   a) you get cheap accommodation but poor service.
   b) the owners will drive you around wherever you want.
   c) you can save money on food.

• • •

6 What happened to Dave in Greece?
   a) He had a problem with his ear.
   b) A snake crawled into his sleeping bag.
   c) He was bitten by a bug.

Topic 10

Food around the world

A good meal ought to begin with hunger. *(French proverb)*

10A **Work in pairs. You meet a few American tourists who are eager to try Finnish dishes. They would like to know what the following Finnish specialities are. Choose one or two. Take turns explaining them, with the help of the internet.**

Finnish food

1 Kalakukko
2 Poronkäristys
3 Kaalilaatikko
4 Karjalanpiirakka
5 Mämmi
6 Lakkakiisseli
7 Pulla/korvapuusti

INFO BOX

Finnish place names

Just like *Suomi* is Finland in English, there are places in and around Finland which have English names.

- Ahvenanmaa: Åland, The Åland Islands /ˈɔːlənd, ðə ˈɔːlənd ˈaɪlənds/
- Itämeri: The Baltic Sea /ðə ˈbɔːltɪk siː/
- Karjala: Karelia /kəˈrɪːlɪə/
- Lappi: Lapland /ˈlaplənd/
- Pohjanmaa: Ostrobothnia /ɔstrɔˈbɔθnɪa/
- Pohjanlahti: The Gulf of Bothnia /ðə gʌlf ɔf ˈbɔθnɪa/
- Savo: Savonia /səˈvɔːnɪa/

Personal dictionary

10B **Read text 10. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

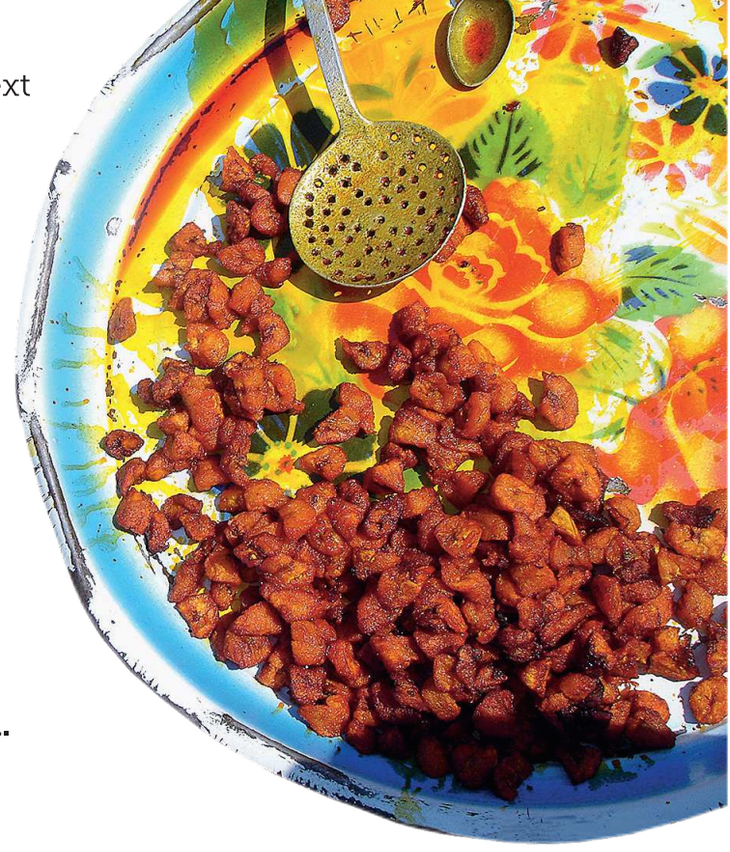
1 fragrant
2 glorious
3 infamous
4 crawl
5 insult
6 insect
7 delicacy
8 digestive system
9 crop
10 smear
11 precaution
12 region

10C **While listening to text 10, connect the dish with the right place. Note there are two extra places.**

1 fried plantain
2 pinkies
3 formaggio marcio
4 a crunchy tarantula
5 civet coffee
6 puffer fish
7 ghost pepper

☐ India
☐ Asia, London
☐ Scotland
☐ Asia
☐ Sardinia
☐ Japan
☐ China
☐ Australia
☐ Tanzania

Poisonous puffer fish and spiders, anyone?



Topic 10 Key text

The hungry traveller

Eating local food is one of the best things about travelling abroad. To this day I remember my first taste of fried plantain: the sun was setting over Stone Town in Zanzibar, and we had just hooked up with a group of young Tanzanians. They tried out their English, we stumbled through what little Swahili we had, everybody was laughing and the plate of fragrant plantains united us all. It was glorious.

Of course, eating the local food can also be one of the worst things about travelling abroad. The infamous "Delhi belly", which almost all travellers to India suffer from at some stage, for example. And those menus in a different alphabet, when you have no idea what you have ordered and you can just hope for the best. I have happily ordered new-born rats called "pinkies" in a fancy restaurant in Guangdong province, followed by steamed frog-legs on lotus leaf. The latter dish was surprisingly good, tasting a little like chicken and a little like fish.

Proudly presenting: rotten cheese

If you don't like the food you've ordered in a restaurant abroad, you can always refuse to eat it (as indeed I did, in the case of the "pinkies"). But what do you do when your foreign host proudly presents the local speciality, and you cannot bring yourself to even taste it? This happened to me once in Sardinia, where I was offered their famous formaggio marcio cheese. This cheese is left outside so that the cheese fly can lay its eggs inside the cheese. Soon the cheese is crawling with thousands of maggots busily helping the fermentation process along. Some Sardinians remove the little worms before they eat the cheese, but many do not. As the larvae can jump up to 15 cm high, eating this cheese is quite an experience! And no, I risked insulting my host, but I simply could not eat a cheese that was somehow alive with crawling, jumping things.

Other local specialities

Something which sounds disgusting, but which actually tastes quite good, are the scorpions, tarantulas and other insects found at roadside stalls all over Asia. The insects are usually eaten fried, although sometimes they are served in a soup, or coated in chocolate. They are very popular with tourists, although I think this is probably more because of the photo opportunities than the actual taste of the insect. There isn't really a specific taste, other than the flavoured oil it has been fried in, but there is something very exotic about having a crunchy tarantula as a snack-to-go while wandering around an Asian market. The local people, of course, don't see what all the fuss and the photographs are about – for them a spider dipped in chocolate is just an ordinary snack.

Civet-poo coffee

Many of the odd local specialities around the world remain local, but sometimes travellers like them so much that an international demand for the product develops. This has been the case with civet excrement coffee, which can now be found in shops in London, including Selfridges.
An expensive delicacy in parts of Asia, civet coffee is made from coffee beans that are roasted after passing through the digestive system of a civet. Farmers on coffee plantations allow the weasel-like animals to eat their crop in order to collect their bean-filled droppings for a steamy and surprisingly chocolatey beverage.

→

A coffee-making machine: the civet.

Dangerous menus

The worst of all possible food moments for the traveller must be when you are offered something downright dangerous, or poisonous, such as the famous Japanese puffer fish or some Indian Ghost Pepper. The journalist Leo Benedictus had puffer fish as part of an all-poisonous menu once, and described it as follows: "... the translucent flesh has little taste beyond something faintly seasidey. More noticeable is how much you have to chew it, compared with most raw fish." Most travellers probably won't have puffer fish, as it's a very expensive delicacy.

What many travellers will probably have, however, especially when travelling through India, is a spicy curry. And the hottest curry will be spiced with the hottest pepper on offer: the famous Ghost Pepper. Four hundred times hotter than Tabasco sauce, local people in north-east India smear it on fences as a safety precaution to keep wild elephants at a distance. Until recently, this pepper was rated as the hottest in the world. Not only is it used in curries, pickles and chutneys, but police around the world use it in a non-lethal aerosol spray to control and disperse mobs. On a tour through the Assam region, where the pepper grows, I once tried a little (a very little) Ghost Pepper in a curry. At first it was not so bad, but it gradually builds, hotter and hotter until I broke out in a cold sweat. My heart started beating faster. My eyes watered. My tongue was on fire. I thought I had just eaten my last curry on this earth. It was wonderful.

Which is, after all, what any traveller wants: a wonderful experience.

The spice of life.

local /ləukl/ paikallinen
plantain /plæntɪn/ ruokabanaani
hook up with /huk ʌp wɪð/ liittyä seuraan
stumble through /stʌmbl θruː/ kangerrella
fragrant /freɪgrənt/

---

unite /juːˈnaɪt/ yhdistää
glorious /glɔːrɪəs/

---

infamous /ɪnfəməs/

"Delhi belly" /delɪ belɪ/ turistiripuli
suffer from /sʌfə frɒm/ kärsiä jostakin
fancy /fænsi/ hieno, hienostunut; haluta jotaikin, tehdä mieli, olla ihastunut
province /prɒvɪns/ maakunta, alue
steamed /stiːmd/ höyrytetty
frog-leg /frɒgleg/ sammakonreisi
lotus leaf /ləutəs liːf/ lootuksenlehti
latter /lætə/ jälkimmäinen
dish /dɪʃ/ ruokalaji
rotten /rɒtn/ mätä
refuse /rɪˈfjuːz/ kieltäytyä
speciality /ˌspeʃɪˈælɪti/ erikoisuus
***lay eggs** /leɪ egz/ munia
crawl /krɔːl/

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maggot /mægət/ toukka, mato
fermentation /ˌfɜːmenˈteɪʃn/ käyminen
remove /rɪˈmuːv/ poistaa
larva, larvae /lɑːvə, lɑːvi/ toukka, toukat
insult /ɪnˈsʌlt/

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disgusting /dɪsˈgʌstɪŋ/ inhottava, vastenmielinen
insect /ɪnsekt/

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coated /kəutɪd/ päällystetty
actual /æktʃuəl/ todellinen, varsinainen
flavoured /fleɪvəd/ maustettu
crunchy /krʌntʃi/ rapea
fuss /fʌs/ häly, melu, tohina

civet /sɪvɪt/ sivettikissa
poo /puː/ kakka
demand for /dɪˈmɑːnd fɔː/ kysyntä, tarve
product /prɒdʌkt/ tuote
excrement /ekskrɪmənt/ lanta, uloste
delicacy /delɪkəsi/

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roast /rəust/ paahtaa
pass through /pɑːs, pæs θruː/ kulkea jonkin läpi
digestive system /daɪˈdʒestɪv ˈsɪstəm/

---

plantation /plænˈteɪʃn/ viljelmä, plantaasi
weasel /wiːzl/ näätäeläin
crop /krɒp/

---

droppings /drɒpɪŋz/ jätökset, papanat
steamy /stiːmi/ höyryinen
beverage /ˈbevərɪdʒ/ juoma
downright /daunraɪt/ suorastaan, täysin
poisonous /pɔizənəs/ myrkyllinen
puffer fish /pʌfə fiʃ/ pallokala
translucent /trænsˈluːznt/ läpikuultava
flesh /fleʃ/ liha
faintly /feɪntli/ heikosti
chew /tʃuː/ pureskella
spicy /spaɪsi/ mausteinen
smear /smɪə/

---

precaution /prɪˈkɔːʃn/

---

at a distance /æt ə dɪstəns/ jonkin matkan päässä
recently /riːsntli/ äskettäin
non-lethal /nɒnliːθl/ ei-tappava
aerosol spray /eərəsɒl spreɪ/ aerosolisuihke
disperse /dɪˈspɜːs/ hajottaa
mob /mɒb/ väkijoukko
region /riːdʒən/

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gradually /grædʒuəli/ vähitellen
water /wɔːtə/ kyynelehtiä, valua, kastella; vesi

HOW TO

How to write a summary in English

A summary expresses the main ideas of the original text in a more compact way. You should not offer your own opinions, but you can present the ideas in a different order if you want.

- Quickly read through the text once. What is it about? What is the overall idea?
- Read the text again. Now look for the main points. The first and last sentence of each paragraph are usually useful indicators.
- Make a list or a mind map of the main points in a logical order.
- You can include some examples or details, but not too many.
- Count the number of words. Usually, the summary is about one third the length of the original.
- If your draft version becomes too long, remove unnecessary, descriptive details, like adjectives, for example.

10D **Read the text and write a short summary of each section in English. In pairs, read your summaries to each other.**

	Introduction
1	Proudly presenting: rotten cheese
2	Other local specialities
3	Civet-poo coffee
4	Dangerous menus

Phrase hunt

10E **Find the following expressions in the text.**

1 tähän päivään saakka _____

2 yksi pahimmista asioista _____

3 voit vain toivoa parasta _____

4 et pysty edes maistamaan sitä _____

5 tuhansia toukkia _____

6 otin riskin, että loukkaan isäntää

_____

7 outo paikallinen erikoisuus _____

8 kaikkein pahin _____

9 vasta äskettäin _____

10 sitä ei käytetä vain curry-ruuissa, vaan...

_____

10F **Match the beginnings and endings of the sentences. Make logical sentences and translate them.**

1 I risked insulting my host, _____

2 An odd local speciality was _____

3 Worst of all were _____

4 Yesterday evening was so busy that _____

5 Not only is it used in curries, _____

A but also in many other dishes.

B but they didn't seem to mind at all.

C I just bought a snack-to-go.

D a fly coated in chocolate.

E thousands of maggots crawling in the cheese.

10G **Make your own sentences with the rest of the phrases in exercise 10E, orally or in writing.**

10H The text contains many words related to food and cooking. Can you use them in the following sentences?

steamed	beverage	coated	fried	flavoured
dipped	delicacy	crunchy	digestive	chutney

1 Do you prefer boiled or _____ eggs?

2 Vegetables are healthier for you if they are _____, not fried.

3 I like my ice-cream _____ in chocolate.

4 Sometimes I drink orange _____ soda.

5 We had _____ cereals for breakfast.

6 I can't resist strawberries _____ in white chocolate.

7 Dim sum is a Chinese _____.

8 Food passes through your _____ system.

9 Coffee is my favourite _____.

10 _____ is similar in consistency to jelly, salsa or relish. It can contain a wide variety of fruits, vegetables and spices.

When life gives you lemons, make lemonade.

101 **The instructions for the recipe are mixed up. Put them in the right order, from 1–5. Can you guess what the recipe is for?**

Ingredients

200g/7oz plain flour
350–400ml/12–14fl oz milk
2 large eggs, lightly whisked
1 tbsp vegetable oil
Pinch of salt
Vegetable oil for frying

Preparation method

☐ Pour some butter into the pan and immediately start swirling it round the pan to get a nice even layer.

☐ Take a frying pan, dip some kitchen roll in the oil and carefully wipe the inside of the pan. Heat the pan over a medium heat for a minute.

☐ Cook the ... for approximately 30–40 seconds. Use a spatula to lift the ... carefully to look at the underside to check it is golden-brown before turning over. Cook the other side for approx 30–40 seconds and transfer to a serving plate.

☐ Now add 1 tbsp vegetable oil and whisk thoroughly.

☐ Put the flour into a large bowl and pour in the milk and eggs. Give the liquid mixture a quick whisk before adding the flour. Continue to whisk until you have a smooth batter.

This is a recipe for _____.

INFO BOX

Cooking measurements

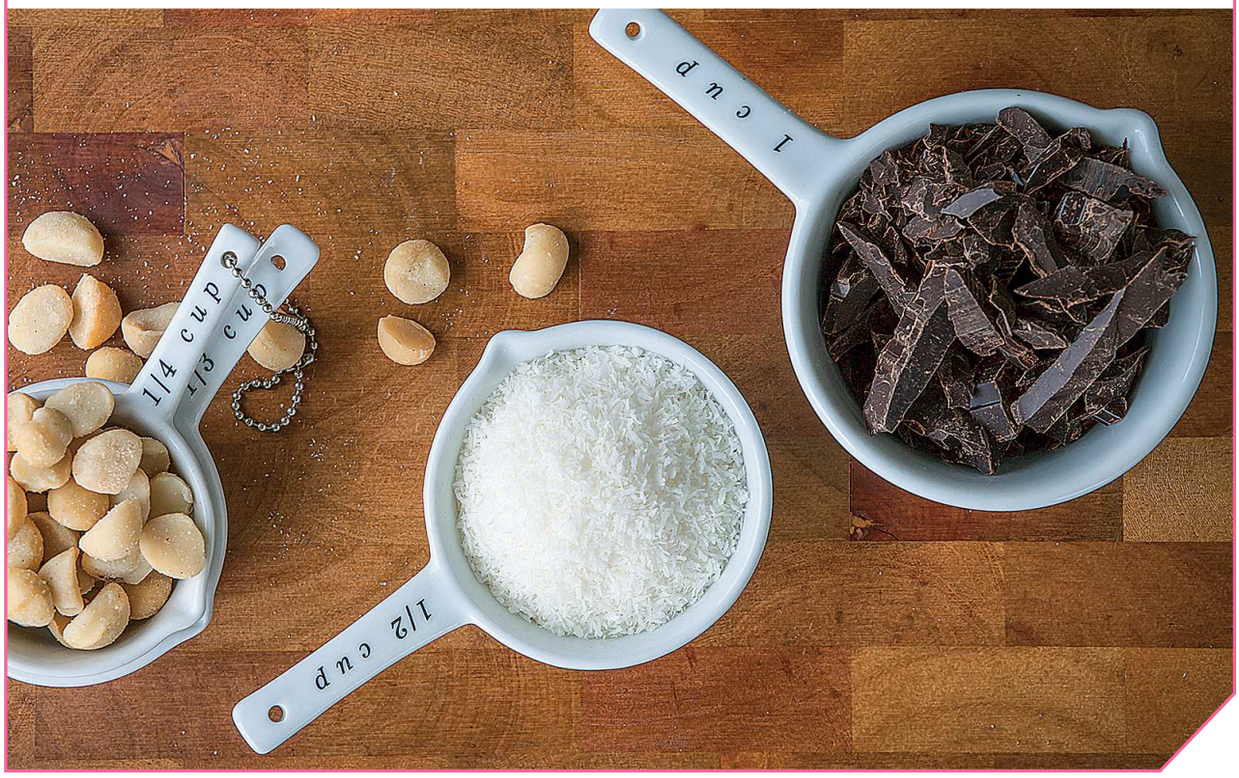
American and British recipe books rarely use the metric system. The British use imperial units, and the Americans use U.S. units. These systems can be confusing for people who live outside those countries.

Here are some of the most commonly used.

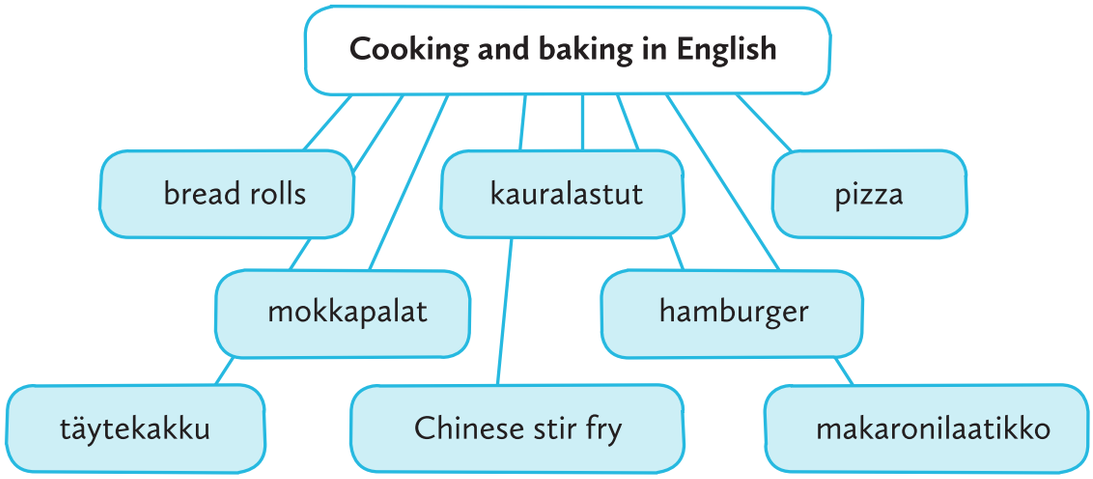
Imperial / U.S. unit	Abbreviation	Metric unit
pound	lb	0.45 kilograms
ounce	oz	30 grams
fluid ounce	fl oz	28.4 ml (UK), 30 ml (US)
cup	-	240 ml
pint	pt	0.57 litres (UK), 0.47 litres (US)
teaspoon	tsp	6 ml (UK), 5ml (US)
tablespoon	tbsp	18 ml (UK), 15ml (US)

And then there are the smaller measures:

- a pinch of salt (hyppysellinen suolaa)
- a drop of lemon juice (tippa sitruunamehua)
- a dash of vinegar (hieman viinietikkaa)



10J In pairs, tell each other how to make one or two of the dishes below. You can find the recipes on the internet.



You may need the following words.

stir/mix/swirl sekoittaa
whisk/whip/beat vatkata
cook/roast/fry paistaa, kypsentää
boil/simmer keittää
add lisätä
tea/tablespoonful tee-/ruokalusikallinen
heat lämmittää
flour jauhot
yeast hiiva

For example, this is how you make porridge:

> Put the oats in a saucepan, pour in the milk or water and add in a pinch of salt. Bring to the boil and simmer for 4–5 minutes, stirring from time to time and watching carefully that it doesn't stick to the bottom of the pan.

INFO BOX

Crepes, pancakes and pannukakku

Crepes are very thin pancakes similar to Finnish *ohukaiset* or *räiskäleet*.

Pancakes are thicker than crepes and often served at breakfast. They look like Finnish *letut*. Crepes and pancakes are round and fried in a pan.

Finnish *pannukakku* is baked in the oven instead of fried in a pan, and cut into squares. It is often translated as **oven pancake**.

10K In pairs, talk about the following topics. Then write a few paragraphs on one of the topics.

- The most exotic food I've ever tasted or made
- I am a vegetarian because...
- I am not a vegetarian because...
- Food I would never eat
- What is junk food?
- A description of a typical Christmas dinner at our house

10L You are going to hear a talk on the history of pepper, one of the world's best-travelled spices. Take a look at the following words before listening.

Well-travelled spices

humble vaatimaton
peppercorn pippuri (kokonainen)
currency valuutta
ancient muinainen
foothills kukkulat
petty mitätön, pikku-
middlemen välittäjät
uninvited kutsumaton
colonised asuttivat

Listen to the talk and list the key points in English or Finnish. Then summarise the facts in pairs.

We are so used to having spices like black pepper and cinnamon in our cupboards that it is easy to forget that they were not always so readily available. Listen to a short lecture about pepper from the series *Food and Travel*.

Part 1

The history of pepper /
Mustapippurin historia

Part 2

The overland trek from east to west /
Pippurin matka Intiasta Eurooppaan maateitse

Part 3

Travelling by sea: the consequences of the "spice race" /
Pippurin matka laivalla: maustekisan seuraukset

Topic 11

Pronunciation

Fricatives

11A Listen to the words. Then say them in pairs. Pay attention to the voiceless sound /f/ and the voiced /v/.

1 feel – veal
2 ferry – very
3 fan – van
4 fast – vast
5 few – view
6 fine – vine
7 focal – vocal
8 fail – veil

Fun-loving friends failing to fly a kite.

11B Now try saying the following sentences.

1 Vampires' wives live long lives.
2 Vince fried five very fresh fish fillets.
3 Val's friend Vicky leaves for Venice on Friday.
4 Four French visitors refused the fizzy beverages.
5 Fetch the vet! A vicious fox has frightened my Rottweiler Fido.
6 Fed up with life in Transylvania, Vincent the vampire flew to Finland.
7 Flitwick found Voldemort fighting dwarves in the Forbidden Forest.
8 Fred drove his Volkswagen through Frankfurt despite the fog and the heavy traffic.

11C Work in pairs. Decide who will start. Pick a word and make a sentence using that word. Your partner will listen and make a sentence using the other word.

Example: safe – save
A: You should always try and **save** some money.
B: Keep it in a **safe** place – not under your mattress.

leaf	–	leave
knife	–	knives
life (n.) [laif]	–	lives (n.) [laivz]
shelf	–	shelves
wolf	–	wolves
few	–	view
refuse	–	reviews
rifle	–	rival
off [of]	–	of [əv]

11D For fun, try to say this tongue twister, first slowly enunciating every word, then as fast as possible.

A lively young fisher named Fischer
Fished for fish from the edge of a fissure.
A fish with a grin pulled the fisherman in.
Now they're fishing the fissure for Fischer!

fissure ˈfiʃə halkeama

Topic 12

Read on

The world is your Oyster Card. *(From a London Transport billboard)*

12A **Find the London Underground website on the internet. Look for the following information:**

- The cost of a single fare within zone one or two.
- The cost of a single journey from Heathrow, Terminal 5, to Paddington station.
- What is the best deal if you plan to use the Tube every day for four days (at least four journeys a day) within zones one and two?
- What stations have you heard of?

12B **The following words all appear in the text. Match the English word and its explanation with the Finnish translation.**

1 marshlands; types of wetland _____

2 sewer; a system of pipes used to transport human waste _____

3 plague; an epidemic of infectious disease _____

4 setbacks; changes from better to worse. _____

5 loop; a line that curves back on itself _____

6 infamous; well-known for being bad _____

A rutto
B silmukka
C tulvamaa
D vastoinkäyminen, takaisku
E pahamaineinen
F viemäri

An electronic travel card for the Tube and buses in London.

Topic 12

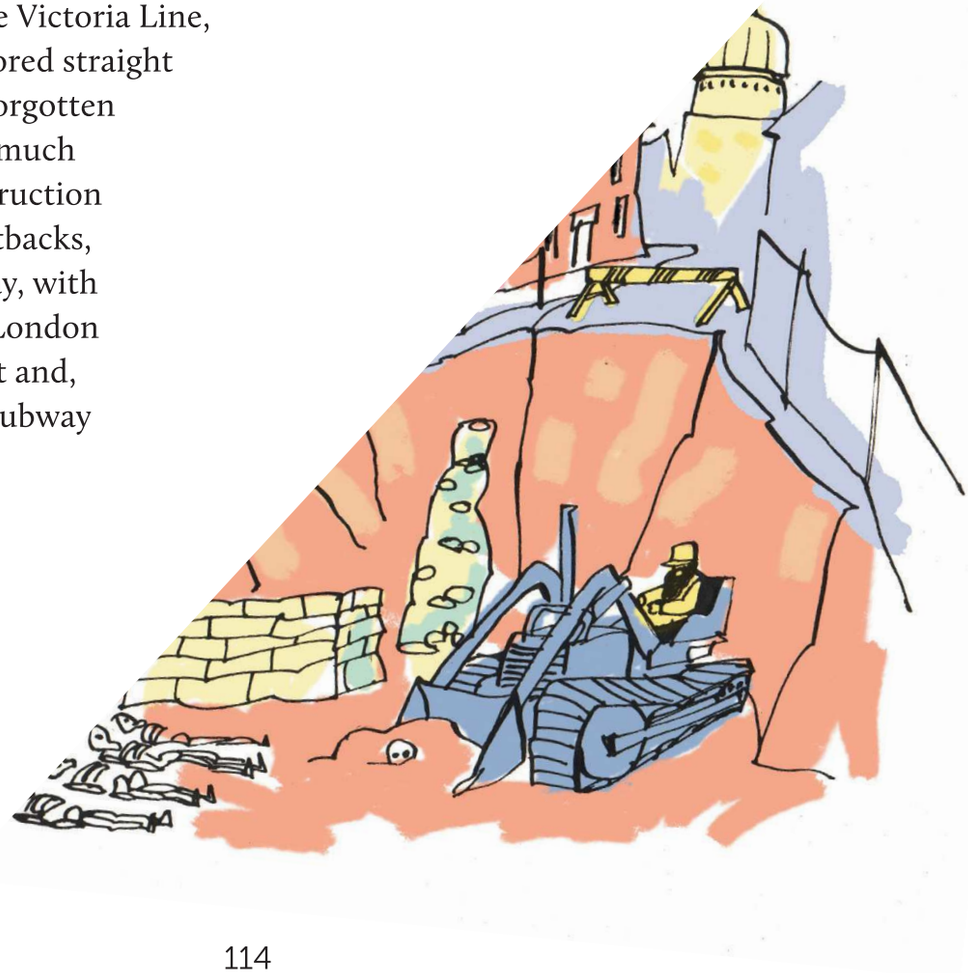
The Tube

According to Dr Samuel Johnson, "When a man is tired of London, he is tired of life." However, what if you are simply tired of walking around London? Then it is likely that you, like millions of others, will take the Tube, otherwise known as the Underground (although more than 50% of it is not actually under the ground).

In the beginning

In 1854 the streets of London were a seething mass of horses, carriages, carts, buses and people. When every other method of trying to solve the traffic problems had failed, it was finally decided to dig beneath the city streets. This turned out to be an engineering nightmare for three key reasons. Firstly, London is built on shifting marshlands. Secondly, the planners had to take into account every underground river, gas pipe and sewer that stood in the way. Finally, there were the medieval plague pits to consider. People who died during the Bubonic plague were buried in very deep pits to prevent the spread of infection. Nobody knew exactly where, or how deep, these pits were.

During the building of the Victoria Line, for example, a machine bored straight into the bones at a long-forgotten plague pit at Green Park, much to the horror of the construction workers. Despite these setbacks, the work continued. Today, with around 270 stations, the London Underground is the oldest and, outside Asia, the biggest subway system in the world.



Mind the ghosts

The Tube has carved out a path beneath London's most historic sites, disturbing what had been laid to rest centuries ago. It is also a strange, secret world with some tunnels that lead nowhere and others that loop back to where you started. In such a world, the many stories of ghosts haunting the stations should not come as a surprise. The ghost of Anne Naylor, who was murdered in 1758, is said to haunt Farringdon Station, for example. Her screams have been reported by nervous passengers on a late night train. Meanwhile, the infamous Black Nun haunts Bank station. Two hundred years earlier her brother, a cashier at the bank above ground, was executed for forgery. Refusing to accept his death, the sister, dressed in black, waited for him outside the bank every evening for 40 years. It is said that she has still not given up hope of seeing him, and that she walks the platforms searching for her brother. The men who clean the tracks at night have reported catching a glimpse of a lonely figure dressed in black, standing on the platform.

War

During the Second World War, the train service ran normally even though many of the stations were modified to provide shelter. Eventually there were libraries and bunk beds, medical posts, play centres and even classrooms in some Underground stations. Racketeers did good business by selling sleeping spaces on the platforms illegally. To protect passengers from flying glass, trains had nets fixed over the windows, though holes were cut in the nets so they could still read the station names. As a further safety precaution, flood gates were installed in the tunnels. These were not taken down after the war, because engineers were afraid that some unexploded bomb might breach one of the tunnels under the Thames, so they are in place to this day.

Making movies on location

Being sealed off from the outside world makes the London Underground an excellent location for shooting films. The endless tunnels, for example, are ideal for shooting chases and creepy, atmospheric thrillers. Spies and secret agents, lovers and fighters, happy families on a day out, werewolves, and even Harry Potter and the god Thor, have all taken the Tube, or run through the tunnels, at some point. For practical reasons most of the filming takes place in and around the disused Aldwych station near Charing Cross. There is even a train parked permanently in the tunnel at Aldwych for the exclusive use of film-makers. In fact, there is so much demand that London Underground has a special office dedicated to handling filming requests. Prices start at £500 an hour for shorts, but something like 007's *Skyfall*, where an entire train is shown tumbling through the tunnel roof, obviously costs a great deal more.

Part of London

Noisy, smelly, overcrowded, expensive, ancient, somewhat complicated to figure out? Not only is the Tube all of this, but it is also an integral part of London. Getting more than three million passengers around London every day is no mean feat.

likely /laɪkli/ todennäköinen
otherwise /ʌðəwaɪz/ muuten
seething /siːðɪŋ/ kuhiseva
carriage /kærɪdʒ/ vaunu
cart /kɑːt/ kärry, rattaat
beneath /bɪ'niːθ/ alla, alapuolella
engineering /ˌendʒɪ'niərɪŋ/ insinööritaito
nightmare /naɪtmeə/ painajainen
shifting /ʃɪftɪŋ/ liikkuva,vaihteleva
marshlands /mɑːʃlændz/ tulvamaa
***take into account** /teɪk ɪntu ə'kaunt/ ottaa lukuun
gas pipe /gæs paɪp/ kaasuputki
sewer /suːə/ viemäri
medieval /ˌmedɪ'iːvl/ keskiaikainen
plague pit /pleɪg pɪt/ ruttohauta
Bubonic plague /bjuːbɒnɪk pleɪg/ paiserutto
prevent /prɪ'vent/ estää, ehkäistä
spread /spred/ leviäminen; levittää
infection /ɪn'fekʃn/ tartunta
bore /boː/ porata
long-forgotten /lɒŋfə'gɒtn/ kauan sitten unohdettu
construction /kən'strʌkʃn/ rakentaminen, rakennusala
despite /dɪ'spaɪt/ huolimatta
setback /setbæk/ vastoinkäyminen, takaisku
carve /kɑːv/ veistää, kaivertaa
path /pɑːθ, pæθ/ käytävä, reitti, polku
disturb /dɪ'stɜːb/ häiritä
***lay to rest** /leɪ tə rest/ haudata
century /sentʃəri/ vuosisata
loop /luːp/ silmukka
haunt /hɔːnt/ kummitella
passenger /pæsɪndʒə/ matkustaja
cashier /kæ'ʃɪə/ kassavirkailija
execute /eksɪkjuːt/ teloittaa
forgery /fɔːdʒəri/ väärentäminen, väärennös
refuse /rɪ'fjuːz/ kieltäytyä
accept /ək'sept/ hyväksyä
platform /plætfɔːm/ laituri
***catch a glimpse** /kætʃ ə glɪmps/ nähdä joku vilaukselta
modify /mɒdɪfaɪ/ muuttaa, muunnella
shelter /ʃeltə/ suoja, turva, turvapaikka
bunk bed /bʌŋk bed/ kerrossänky
medical post /medɪkl pəust/ lääkintäasema
play centre /pleɪ sentə/ leikkipaikka
racketeer /ˌrækɪ'tɪə/ rikollinen, gangsteri
illegally /ɪ'liːgəli/ laittomasti
flood gate /flʌd geɪt/ tulvaportti
install /ɪn'stɔːl/ asentaa
unexploded /ʌnɪks'pləudɪd/ laukeamaton
breach /briːtʃ/ murtaa aukko johonkin, murtuma
seal off /siːl ɒf/ sulkea, eristää
***shoot a film** /ʃuːt ə fɪlm/ kuvata elokuvaa
chase /tʃeɪs/ takaa-ajo, ajaa takaa
creepy /kriːpi/ kammottava, kauhu-
atmospheric /ˌætməʃ'ferɪk/ tunnelmallinen, ilma-
werewolf, werewolves /weəwulf, weəwulvz/ ihmissusi, ihmissudet
disused /ˌdɪs'juːzd/ käytöstä poistettu
permanently /pɜːmənəntli/ vakinaisesti
exclusive /ɪks'kluːsɪv/ yksinomainen, ainoa, hieno
demand /dɪ'mɑːnd/ kysyntä, tarve; vaatia
dedicate /dedɪkeɪt/ pyhittää, varata tiettyyn käyttöön
request /rɪ'kwest/ pyyntö; pyytää
entire /ɪn'taɪə/ koko, kokonainen
tumble through /tʌmbl θruː/ rojahtaa, sortua jonkin läpi
obviously /ɒbvɪəsli/ selvästi, ilmeisesti
overcrowded /ˌəuvə'kraudɪd/ täpötäysi
ancient /eɪnʃnt/ muinainen
complicated /kɒmplɪkeɪtɪd/ mutkikas, moni-mutkainen
figure out /fɪgə, fɪgjə aut/ keksiä, ymmärtää
integral /ɪntɪgrəl/ olennainen, kiinteä
no mean feat /nəu miːn fiːt/ ei mikään huono saavutus

12C Choose the answer that is in keeping with the text.

In the beginning

1 The construction of the Tube started mainly because
   a) horse-drawn carriages became expensive.
   b) many people had trouble finding their way on the city streets.
   c) the city streets became too busy.

2 What was a problem during the construction process of the subway system?
   a) The workers never knew what they would dig into.
   b) Water from the Thames destroyed the drills.
   c) The pits were always very deep.

Mind the ghosts

3 Which statement is true according to the paragraph?
   a) There is an underground path between the various historic sites.
   b) The tunnels sometimes start and end in the same place.
   c) All the tunnels have a purpose.

4 The story of the Black Nun is about
   a) a mourning sister.
   b) a sister and a brother who died in an accident.
   c) a ghost who haunts the bank where her brother was killed.

War

5 During the war
   a) the stations were closed and used for other purposes.
   b) the underground system profited from selling sleeping spaces.
   c) the stations looked different from usual.

Making movies on location

6 What is true according to the paragraph?
   a) All the stations and tunnels are used for shooting films.
   b) The underground stations offer different services for the film industry.
   c) The filming is concentrated at certain stations.

Part of London

7 The final sentence, "Getting more than three million passengers around London every day, is no mean feat." implies that
   a) the role of the Tube is essential.
   b) the role of the Tube is remarkable.
   c) the role of the Tube is exaggerated.

12D Fill in the gaps using all the words from the list.

Animal welfare

The animal welfare charity RSPCA's plans to build an animal **1** _____ suffered a temporary **2** _____ when **3** _____ _____ unearthed a skeleton at the proposed site in a small town in Lincolnshire.

"There used to be an ancient fortress here, and if you **4** _____ some of the **5** _____ legends about constructing buildings in medieval Europe, it is perhaps not such a strange find," explained a curator from the museum in Lincoln. "At the time, human sacrifice was thought to make buildings sturdy and strong."

6 _____ in cars and passing buses tried to catch a **7** _____ of the ancient skeleton as it was carefully taken out of the ground and wrapped in a protective blanket.

"As soon as we have done some DNA testing, we will **8** _____ the skeleton in the local cemetery, where he or she could be **9** _____ at peace," Constable O'Riley of the local police station assured a group of elderly people, some of whom were concerned that the unknown person may come back to **10** _____ them if they were not given a proper burial.

take into account
setback
shelter
bury
construction workers
haunt
passengers
glimpse
creepy
permanently

12E Play Alias. Form groups of four and make two teams.

Your partner will choose a word and explain it to you. Try to guess the word within the time limit (20 seconds).

A team scores a point when the word is guessed correctly.
Keep playing until all the words have been used.

A	B
a plague pit	medieval
a flood	an execution
a ghost	scream
a station	a shelter
a net	haunt
a tunnel	a train
a passenger	Harry Potter
Skyfall	a film
a platform	a nun

HOW TO

How to use linking words

Linking words make a text easier for the reader to follow which is why it is important to use linking words in writing.

Linking words help the reader follow the direction the writer is taking. They do this by connecting or linking ideas within a paragraph, and also by providing a bridge between paragraphs. Try to use them in your texts – even in the short pieces that you write.

12F Go back to the text and highlight all the linking words you can find.
Read more about the use of linking words in the online *How to write* section.

12G **Underline the correct linking words in the following sentences. All the linking words are from the text.**

1 I am determined to get to know her, **however** / **even though** long it takes.
2 First you find out her name, **then** / **secondly** you ask her out – not the other way round.
3 I am taking the Tube to her house, **despite** / **although** walking would have been quicker.
4 I have to leave now, **otherwise** / **then** I will miss the last bus.
5 Let me explain something to you: **firstly** / **then**, you will not miss the bus.
Finally / **Secondly**, if you do miss the bus, my brother can take you home.
And **secondly** / **finally**, if my brother is unavailable, you can always stay here for the night.
6 She agreed to go out with him **despite** / **however** not knowing him very well.
7 She was boarding the plane for Goa; **despite** / **meanwhile** her brother was packing his bags for New Zealand.
8 I recognised her immediately **even though** / **otherwise** we had met only once before.

12H **Write a factual composition on one of the given topics (150–250 words). Before writing, do some research for background information. Remember to mention your sources at the end of your composition. Do not copy your sources, but use your own words.**

- The London Underground during the Second World War
- Ghosts on the London Underground
- Movies or TV series on the London Underground

HOW TO

How to cite internet sources

If you write a text that refers to content published on the internet, you should say where it came from. This is called citing the source. There are many ways to cite your sources. Here is one of them:

Include the following information (if it is given):
- the author's last name, first name
- the date when the material was posted
- the title of the material
- the date you retrieved the material
- the URL where the content is hosted

Example: An online newspaper article: Swartz, Art (2014, August 24). Rolling restaurants hit town. Retrieved May 2, 2015 from http://hudsonreporter.com

If you cannot find some of this information, you can leave it out.

12I **Work in pairs. Go online to find the map of the London Underground. Take turns asking for and giving directions.**

Student A: Choose one of the Tube stations and ask your partner how to get from there to another station.
Student B: Give directions to your partner.

Example
Student A: I'm at Liverpool Street Station, can you tell me how to get to South Kensington, please?
Student B: Sure. Take the Central Line (westbound) to Notting Hill Gate. Then change to the Circle Line (southbound). And that will take you to South Kensington.
Student A: Thanks.

The following words and phrases will help you:

take the (Bakerloo line) to
westbound, eastbound, northbound, southbound
change at (Piccadilly)
change to (the Circle Line)
terminates at (Epping)
leaves from (Paddington)

12J **Listen to the following extract about an incident on the Tube. Use your imagination and complete the story in a paragraph of not more than 100 words. You can use the following questions to help you.**

An incident on the Tube

- What has happened before?
- What will happen next?

UNIT 4

Personal passions

Topic 13

Hear the beat

One good thing about music, when it hits you, you feel no pain.
(Bob Marley, reggae singer and songwriter)

13A **In pairs or in small groups, discuss the connection between well-being and free time activites.**

- Several studies have shown that music affects your mood. Fast, rhythmic music increases your heartbeat and gives you energy, while slow, calm music relaxes you. Have you ever experienced this? Give some examples from your own experience.
- Sharing music with others can increase your sense of well-being, emotionally, socially and even physically. Singing in a choir, for example, or playing in a band. How do you share music with others? How does it make you feel?
- Some practitioners of alternative medicine claim that doing something that you love, such as painting or dancing, may actually help prevent physical pain. Do you think this is true? How could you get rid of a headache, for instance, without taking any pain killers?
- Can you think of any hobbies that might be bad for your health in the long run? For example, activities that might strain your knees, neck or back?

Personal dictionary

13B **Read text 13. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary application if necessary.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 stress level
2 ease
3 compose
4 purchase
5 involvement
6 vocalist
7 perform
8 downside

Topic 13 Key text

Music in the digital age

Music is good for your health. It lowers stress levels, lifts mood and eases pain. But what about the health of the music industry? The digitisation of music means that songs can now flow freely across international borders reaching audiences of millions. All it takes is the tap of a key or a click of a mouse.

While studio executives fret about piracy and reduced incomes for musicians, sixteen-year-old Benjami Palomäki saw something else in the new technology: a way to follow his dreams.

Benjami's home studio in his bedroom.

Benjami Palomäki, beat maker

Music had always been a part of Benjami's life, especially R & B and hip hop. He had enjoyed the work of artists like Jay Z, Drake and Ryan Leslie, but the jump from listening to music to making music came from a class at his local comprehensive school. A course in music technology sparked his interest in making beats.

"A beat," Benjami explains, "is an instrumental, a piece of music without vocals. A hip hop artist will take this and add all the other stuff – the lyrics, the video, the ideas and so on."

A beat maker is, as the name suggests, a person who creates these beats. By hooking up a music keyboard to his computer, Benjami was able to compose instrumentals in his own bedroom. Usually he starts with a base melody, playing around with strings, trumpets, choruses, pianos and so on. Later he will add ambiance, loops, drumbeat and other effects. "Sometimes composing a beat will take four hours," he says. "Sometimes two months."

When Benjami tried to sell his beats to Finnish artists there was little interest. But his discovery of the website Soundclick changed everything. Now he could put his music up for sale in a global marketplace.

"It's a kind of eBay for beat makers," he explains. "You upload your instrumental so artists and producers can listen to it." If they like what they hear, they can then purchase it. Benjami understands the power of the internet to open doors and enable musicians like himself to communicate with the world. "A beat composed in a Finnish bedroom can be heard by music professionals in many countries."

Soon he was selling his beats to American hip hop artists. It was an exciting time for Benjami. "I remember how happy I was when performers like Nifty and Scarface started using my beats," he says.

His involvement with the American hip hop scene proved to be a useful springboard for entering the Finnish market. Now singers like Majuri, Cheek, Uniikki and Tampere rock vocalist Pate Mustajärvi have made use of his beats.

Benjami has also created a beat for the MTV3 show *Diili*, a Finnish version of *The Apprentice*, which was performed by Uniikki under the name "Elämäsi diili" (Deal of a Lifetime).

Apart from being quick to spot the opportunities offered by the online world, what is the secret of Benjami's success? He shrugs at the question. "I just like to make sure each beat is as good as I can make it," he answers. He does not mention the fact that he might work on a beat for ten hours without a break, nor that he is prepared to stay up all night trying to get the sound he wants.

Is he hoping to make a career out of this? His response to the question is practical. "If you want to make big money you should go to the US. A beat maker like Timbaland, who has created beats for Justin Timberlake, can become a multimillionaire. That's not going to happen in Finland."

What matters to Benjami is that his work reaches an audience. "I get a buzz out of seeing my work on TV or hearing it on the radio," he says. "And I like it when someone tells me they heard one of my tracks at a dance club."

The downsides? "Well, the credit for the music you have created goes to the performer and not you. Beat makers are usually invisible. Then again, that's the way the business is."

Benjami receiving a gold disc for Uniikki's Pätkätöis.

health /helθ/ terveys
lower /ləuə(r)/ madaltaa
stress level /stres levl/

---

lift /lɪft/ kohentaa, nostaa; hissi
mood /muːd/ mieliala
ease /iːz/

---

pain /peɪn/ kipu, tuska
music industry /mjuːzɪk 'ɪndəstri/ musiikkiteollisuus
digitisation /dɪdʒɪtaɪ'seɪʃn/ digitalisointi, digitoituminen
flow /fləu/ virrata, vuotaa; virtaus, nousuvesi
border /bɔːdə(r)/ raja
reach /riːtʃ/ saavuttaa
tap /tæp/ napautus, hana
executive /ɪg'zekjətɪv/ johtaja, johtohenkilö
fret /fret/ harmitella, hermoilla
piracy /paɪrəsi/ piratismi, laiton kopiointi
reduced /rɪ'djuːsd/ vähentynyt, alennettu
income /ɪnkʌm/ tulot
especially /ɪ'speʃəli/ erityisesti
R & B /ɑː(r) en biː/ rhythm and blues
artist /ʌtɪst/ taiteilija, artisti
class /klɑs/ ryhmä, luokka
local /ləukl/ paikallinen, alueellinen
comprehensive school /kɒmprɪ'hensɪv skuːl/ peruskoulu
spark /spɑːk/ saattaa alulle, herättää
instrumental /ɪnstrə'mentl/ instrumentaali-kappale, soitinsävellys
piece of music /piːs əv 'mjuːzɪk/ musiikkikappale
vocal /vəukl/ lauluosuus
add /æd/ lisätä
hook up /huk ʌp/ kytkeä, yhdistää
keyboard /'kiːbɔd/ koskettimet, näppäimistö
suggest /sə'dʒest/ ehdottaa
create /kri'eɪt/ luoda
compose /kəm'pəuz/

---

base melody /beɪs 'melədi/ perusmelodia
strings /strɪŋs/ jousisoittimet
chorus /kɔːrəs/ kertosäe

ambiance /æmbiəns/ taustamusiikki
loops /luːps/ toistot
drumbeat /drʌm biːt/ rumpubiitti
discovery /dɪ'skʌvəri/ löytö, löytyminen
global /gləubl/ maailmanlaajuinen, globaali
marketplace /mɑːkɪtpleis/ markkinapaikka, tori
upload /ʌp'ləud/ ladata
producer /prə'djuːsə(r)/ tuottaja
purchase /pɜːtʃəs/

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enable /ɪ'neɪbl/ mahdollistaa, tehdä mahdolliseksi
performer /pə'fɔːmə(r)/ esiintyjä
involvement /ɪn'vɒlvmənt/

---

hip hop scene /hɪp hɒp siːn/ hiphop-skene
prove /pruːv/ osoittautua
useful /juːsfl/ hyödyllinen
springboard /sprɪŋbɔːd/ ponnahduslauta
enter /entə(r)/ liittyä mukaan, tulla, mennä sisään
market /mɑːkɪt/ markkinat
vocalist /vəukəlɪst/

The Apprentice /ði ə'prentɪs/ TV-sarja Diili, oppipoika
perform /pə'fɔm/

---

apart from /ə'pɑːt frəm/ lukuun ottamatta
spot /spɒt/ huomata, nähdä; pilkku, täplä, tahra, näppylä
shrug /ʃrʌg/ kohauttaa olkapäitä
mention /menʃn/ mainita
***be prepared** /biː prɪ'peəd/ olla valmistautunut, varautunut, halukas
career /kə'rɪə(r)/ ura
response /rɪ'spɒns/ vastaus
practical /præktɪkl/ käytännöllinen
multimillionaire /mʌltimɪljə'neə(r)/ monimiljonääri
***get a buzz** /get ə bʌz/ innostua
track /træk/ ääniraita, jälki, raide; seurata, jäljittää
downside /daunsaɪd/

---

credit /kredɪt/ tunnustus, kunnia, luotto, opintopiste
invisible /ɪn'vɪzəbl/ näkymätön

13C **Work in pairs. Read aloud text 13. The following statements are all false. Find the correct information in the text and change the sentences so that they are in keeping with the text.**

1 Music can be fun, but there is no proof of its health benefits.

2 The digitisation of music means that there is no longer such a thing as piracy.

3 Benjami was only seventeen when he started to make money from his hobby.

4 Benjami usually starts creating a song by writing the lyrics first.

5 Benjami says that finishing a composition can take as long as six months.

6 Benjami has been able to sell his products to British musicians.

7 The secret behind Benjami's success is his family who support him in whatever he wants to do.

8 Benjami dreams of becoming a multimillionaire with his hobby.

Phrase hunt

13D **Find the following expressions in the text.**

1 oli nauttinut taiteilijoiden työstä _____
2 (musiikki)kappale, biisi _____
3 kaikki muut asiat _____
4 vie neljä tuntia _____
5 laittaa myyntiin _____
6 osoittautui hyödylliseksi _____
7 niin hyvä kuin pystyn tekemään _____
8 tauotta _____
9 vastaus kysymykseen _____
10 TV:ssä _____

13E **Translate the following statements into English.**

1 Olen aina nauttinut musiikista.
2 Rakastan tuota kappaletta!
3 Laulun laulaminen paikallisessa TV:ssä osoittautui hyödylliseksi uralleni.
4 Voisin laulaa tuntikausia ilman taukoa, mutta kuka kuuntelisi minua niin kauan?
5 Menestykseni salaisuus on harjoitella niin paljon kuin voin.

13F **Read the text and find the opposites for the following adjectives. Write them in the chart. Can you think of nouns or verbs belonging to the same word family? Give examples. Make sure you understand all the words.**

		opposite	noun/verb
	e.g. successful	unsuccessful	success/succeed
1	useless		
2	visible		
3	impractical		
4	unhappy		
5	boring		

13G Fill in the gaps using words from exercise 13F.

1 Many of us dream that our favourite hobby might be _____ in our future careers.

2 Would you call yourself a dreamer or are you a _____ person, like Benjami, who was able to get a dream job as a teenager?

3 Behind famous rock stars there are many _____ people helping them on their way to success.

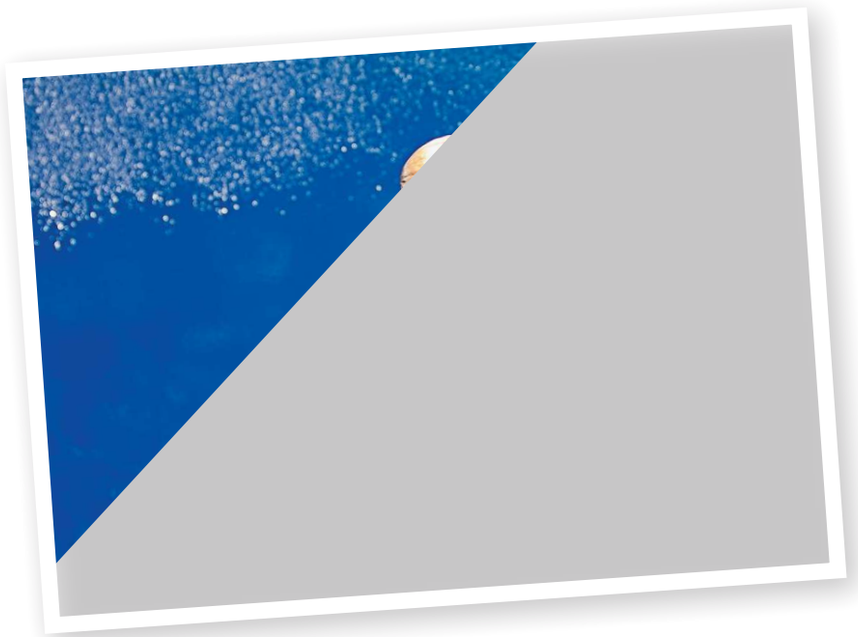
4 Which would you find more _____: performing on stage or working backstage?

5 If you are not interested in music, attending a concert might be a _____ experience.

13H In pairs, decide which one of you is A and B. Your partner will randomly choose a word for you which you have to guess. Cover the words while you are guessing them. Then change roles.

Example: A springboard is a something that helps you to start an activity or a career.

1 local comprehensive school
2 technology
3 an instrumental
4 lyrics
5 discovery
6 purchase
7 performer
8 vocalist
9 apprentice
10 response
11 beat maker
12 keyboard
13 artist
14 success
15 multimillionaire
16 invisible



131I **Music puts the beat into every day. In groups, discuss the following statements. Before you begin, study the phrases in the *How to* box about agreeing and disagreeing.**

		True	False
1	It is good to have background music when studying as it improves concentration.		
2	Pump up music improves the running motivation of most people.		
3	When you are listening to your favourite music, you probably exercise for a shorter time than you otherwise would.		
4	After a workout you can take a sauna or listen to music to help the body recover faster.		
5	If you suffer from insomnia or your sleep quality is poor, listening to some Beethoven may help you as effectively as medical treatment.		
6	Soft, live music in restaurants makes people eat and drink more.		
7	Any type of music is good for people diagnosed with depression.		
8	One of the benefits of music is that it improves your immune system and you do not catch a cold so easily.		

HOW TO

How to agree or disagree

On TV disagreements are often dramatic. In real life, people tend to be more polite. Here are some phrases you can use when agreeing and disagreeing with people.

Agreeing I totally agree.
I'd say that's true.

Disagreeing I'm not sure about that.
I really can't agree with you/that.

13J **Listen to the story about a hobby turning into a world-famous career. Choose the correct alternative.**

The artist called Andy Warhol

1 What was Andrew (Andy) Warhol's family like?
   a) They were quite wealthy.
   b) They had emigrated to the US.
   c) Both the mother and father had various jobs.

2 What was Andy like as a boy?
   a) He was very outgoing.
   b) He enjoyed playing with his brothers.
   c) He liked to spend time with his mother.

• • •

3 Andy's disease
   a) sometimes made him stay in bed for long periods of time.
   b) led him to have problems with family members.
   c) had a negative effect on his creativity.

4 Which statement is true according to what you heard?
   a) Andy was taken to an art school to learn how to draw.
   b) Andy preferred drawing indoors.
   c) Andy's father had faith in his son.

• • •

5 Andy's way of working included
   a) imitating the great masters.
   b) documenting his own life.
   c) recording albums.

> In the future, everyone will be famous for 15 minutes.
> *(Andy Warhol, artist)*

13K **Give a presentation or write about either A, B, C or D. See the online *How to write* section for writing and giving a presentation.**

A The health benefits of _____ (your hobby)
B Andy Warhol and how his childhood disease influenced his career.
C Music and I
D Find examples online of how music has improved people's mental and physical health.

Topic 14

I ♡ Brighton

1 universe, 8 planets, 204 countries, 809 islands, 7 seas,
7 billion people... and I'M STILL SINGLE. *(unknown)*

14A **Work in pairs or small groups. Choose one or two of the following topics which are related to Britain and look for information about them on the internet. Then give a short talk on your topic to your partner or group members.**

fish and chip shop	high street
Bank Holiday	ploughman's lunch
B&Bs	chuggers
cream tea	Sunday roast

Personal dictionary

14B **Read text 14. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 dub
2 pensioner
3 day tripper
4 flock
5 nationality
6 attraction
7 alleyway
8 downpour
9 gorgeous
10 heartthrob
11 compliment
12 holiday fling

Topic 14 Key Text

From Brighton with love

It is usually Paris, not Brighton, that is dubbed the city of romance. Brighton is a traditional English seaside resort favoured by pensioners and day trippers from London. And yet, every summer, the town is transformed by young people from all over the world who flock to Brighton to study English in the hundreds of language schools that do business in the town. A mix of nationalities are thrown together in classrooms, cultural and sporting events, and nights out on the town, so it is not surprising that some students fall in love with more than just the English language.

Emmi's story

I had just finished comprehensive school and Nina, one of my old classmates, wanted to brush up her English before going to upper secondary school. She had read about English courses in Brighton and asked me if I'd go with her to keep her company. When Mum agreed to pay for the trip, I said yes.

Brighton, city of contrasts.

Nina shows Francesco how to bowl.

The tourist websites describe Brighton as "a beautiful seaside resort which combines big city attractions with a great beach life". And it was beautiful – especially the sea front and the little alleyways of shops called the Lanes. When we went shopping the shopkeepers called us "love" and "sweetie" which made us feel very welcome, until we found out that they call everyone that. Still, English people were very friendly – if we ever took out the map, someone would come and help us. We didn't experience much of the "great beach life" because it rained most of the time.

It was because of the rain that I met Philippe – this good-looking French boy. It was my second week in Brighton, and according to the programme we were supposed to play beach volleyball in the evening. However, a sudden downpour soon put a stop to that. That was why we were at the bowling alley. There was a group of boys bowling next to us, and Nina couldn't take her eyes off the one wearing a University of Madrid T-shirt – dark eyes, long eye-lashes, and a gorgeous smile. She wanted to go and talk to him, but didn't know what to say. They teach you a lot of things in language classes, but not how to handle this kind of situation.

→

Then, one boy in their group – Francesco, we later discovered – slipped over and sent his bowling ball down our lane by mistake. He was really sorry about spoiling our game, but we didn't mind. The ice was broken and now we were talking. They were studying English like us, which meant we had a lot to talk about: the language school, the teachers, the host families, impressions of England and English people and so on. We soon got to know them: Francesco, the terrible bowler, was from Italy; Carlos, Nina's heartthrob, was from Spain; and Philippe, as I mentioned, was from France. He had a great sense of humour and his imitations of his English teacher, Tony, really made us laugh – even though we had never met him.

We got to know those three boys pretty well during the rest of our time in Brighton. They were fun to be with, so we went out together most evenings after lessons were over. We caught a couple of movies (though I got tired of explaining the plot to Francesco), we ate fish and chips on the pier – delicious! – and we even played a muddy game of football in the park. Philippe was the world's worst goalkeeper because he didn't want to get his clothes dirty.

Nina and Carlos quickly became an item, and Philippe was always flirting with me. He was cute with his dark hair and his cat-green eyes, but also a bit full of himself. Everything in France was always better than it was in Brighton – the food, the fashions, the beaches, the weather, the language, the Sea Life Centre, even the ice creams we bought on the seafront. It got quite annoying sometimes. And he didn't ask me anything about Finland.

On the other hand, he was very romantic, and it was nice to hear all those compliments. There was a disco for language-school students on the last night and I enjoyed having Philippe as my date. He could really dance, and better still, the music was so loud he couldn't tell me how amazing France was. We kissed and said that we'd keep in touch, but I knew then it was only a holiday fling.

Back in Finland I got a couple of texts from Philippe inviting me to visit him in France. I didn't get in touch with him. It was nice meeting him in Brighton, but I wasn't interested in going to stay with him in Rennes. Anyway, high school had started, and I had a lot of other things on my mind.

dub /dʌb/

---

traditional /trə'dɪʃənl/ perinteinen
seaside /si:saɪd/ merenranta
resort /rɪ'zɔ:t/ lomanviettopaikka
favour /feɪvə/ suosia
pensioner /penʃənə/

---

day tripper /deɪtrɪpə/

---

transform /trænz'fɔ:m/ muuttaa jksik, muuttua jksik
flock /flɒk/

---

mix /mɪks/ sekoitus; sekoittaa
nationality /ˌnæʃə'nælɪti/

***throw together** /θrəu tə'geðə/ heittää yhteen
brush up /brʌʃ ʌp/ kerrata tietojaan
upper secondary school /ʌpə sekəndəri sku:l/ lukio
keep someone company /ki:p sʌmwʌn kʌmpəni/ pitää seuraa jollekin
agree /ə'gri:/ suostua, olla yhtä mieltä
***pay for** /peɪ fɔ:/ maksaa jostakin
describe /dɪ'skraɪb/ kuvailla
combine /kəm'baɪn/ yhdistää
attraction /ə'trækʃn/

---

sea front /si: frʌnt/ ranta, rantakatu
alleyway /æliweɪ/

---

shopkeeper /ʃɒpki:pə/ kauppias
***take out** /teɪk aut/ ottaa esiin
***be supposed to** /bi: sə'pəust tu/ olla tarkoituksena

beach volleyball /bi:tʃ vɒlɪbɔ:l/ rantalentopallo
downpour /daunpɔ:/

---

bowling alley /bəulɪŋ æli/ keilahalli
gorgeous /gɔ:dʒəs/

---

handle /hændl/ hoitaa, käsitellä
discover /dɪs'kʌvə/ saada selville, löytää
slip over /slɪp əuvə/ liukastua
lane /leɪn/ rata, kapea katu
spoil /spɔɪl/ pilata
host family /həust fæmɪli/ isäntäperhe
impression /ɪm'preʃən/ vaikutelma
bowler /bəulə/ keilaaja
heartthrob /hɑ:θtrɒb/

---

mention /menʃn/ mainita
imitation /ˌɪmɪ'teɪʃn/ matkiminen, jäljittely
***catch a movie** /kætʃ ə mu:vi/ käydä elokuvissa
explain /ɪk'spleɪn/ selittää
plot /plɒt/ juoni
pier /pɪə/ iso kävelylaituri
muddy /mʌdi/ mutainen
goalkeeper /gəulki:pə/ maalivahti
***become an item** /bɪ'kʌm ən aɪtəm/ alkaa seurustella
flirt with someone /flɜ:t wɪð sʌmoʌn/ flirttailla jonkun kanssa
***be full of oneself** /bi: ful əv wʌn'self/ olla täynnä itseään, itserakas
annoying /ə'nɔɪɪŋ/ ärsyttävä
compliment /kɒmplɪmənt/

---

date /deɪt/ treffikumppani
amazing /ə'meɪzɪŋ/ hämmästyttävä
***keep in touch** /ki:p ɪn tʌtʃ/ pitää yhteyttä
holiday fling /hɒlɪdei flɪŋ/

---

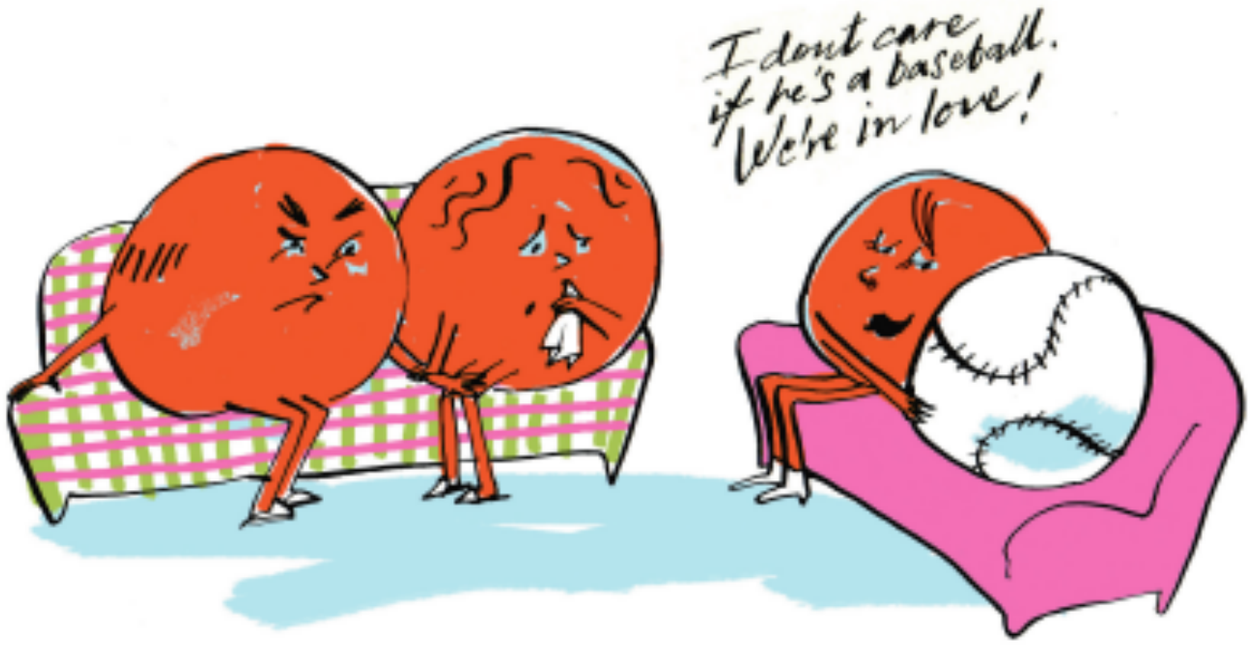
mind /maɪnd/ mieli

14C After listening to or reading Emmi's part of the story *From Brighton with love*, write down as many details as you can about the following topics under her name.

	Emmi	Philippe
Brighton		
bowling alley		
football game		
English food		
future plans		

14D

Now listen to Philippe's story about his experiences in Brighton and fill in the details in the grid in exercise 14C.



14E **Discuss. Use the grid in exercise 14C and compare Emmi and Philippe's versions of their summer in Brighton with your partner.**

- How are the stories different?
- Which parts are similar?
- Whose story is more convincing? Why?

Phrase hunt

14F **Find the following expressions in the text.**

1 illanviettoja kaupungilla _____
2 rakastua johonkin _____
3 harjoitella englannin taitojaan _____
4 tuntea itsensä tervetulleeksi _____
5 oli tarkoituksena _____
6 muutama _____
7 alkoivat seurustella _____
8 vähän täynnä itseään _____
9 toisaalta _____
10 pitää yhteyttä _____

14G Fill in the gaps using some of the phrases from exercise 14F.

Summer in Spain

It was the summer of my senior year in high school. My family and I travelled to Spain because my mother wanted to **1** _____ her Spanish. I wasn't too keen on the idea as the whole family **2** _____ stay in a one-bedroom flat on the Costa del Sol for three weeks. **3** _____ my mom, we didn't need a bigger place because we would be outside in the sunshine most of the time. I had to sleep on the floor which I didn't like at all. **4** _____, the town was packed with tourists so there was a chance to meet girls from many different countries. I wasn't expecting to **5** _____ anyone or anything like that, but I hoped I would have a chance to get to know some of them. Then, on the first day, I met Rachel from Bristol at the swimming pool. At first she seemed a bit **6** _____, but when I got to know her better I realised she was just shy among strangers. We soon **7** _____ and had great **8** _____ _____. Sometimes we would **9** _____ _____, and sometimes we would go dancing, and then eat ice cream on the beach. We **10** _____ after the holiday, and then met up again in Spain the following summer. Now we have been together for almost four years, and are planning a wedding. On the Costa del Sol, of course.

1	harjoitella	6	itserakas
2	oli tarkoituksena	7	meistä tuli pari
3	jkn mukaan	8	illanviettoja kaupungilla
4	toisaalta	9	käydä elokuvissa
5	rakastua	10	pidimme yhteyttä

14H **Work in pairs. Decide who is A and who is B. A begins. Take turns choosing a topic from the following list and talk about it for one minute in English.**

- English language courses
- food in Britain
- popular sports in Britain
- being polite in English
- attractions in Britain
- British English versus American English

14I **Do you know what a pick-up line is? Have you ever used one? A lot of people criticise pick-up lines for being fake. What do you think? Have a look at the pick-up lines from Carlos's phrasebook and choose a favorite one.**

Pick-up lines from Carlos's phrasebook

1 People call me Carlos. But you can call me tonight.
2 Do you believe in love at first sight, or shall I walk past again?
3 Is your name Google? Because you have everything I'm looking for.
4 Something is wrong with my cell phone! Your number's not in it.
5 You're so beautiful you made me forgot my pick-up line.
6 If I could rearrange the alphabet, I would put U and I together.

14J **Choose either task A or B. Write about 100 words.**

A Have a look at how the city of Brighton is described on pages 134–135. Write a paragraph or two introducing your home town or another place you know well.

B What happened to Nina and Carlos? Was it a holiday fling or true love?

INFO BOX

Hall

The English word **hall** can be translated in Finnish as *eteinen*, *aula*, *käytävä*, *talo* (e.g. Finlandia Hall = *Finlandia-talo*)

When it comes to sporting arenas, however, these buildings are often named after the facility they offer.

e.g. **bowling alley** *keilahalli*
swimming pool *uimahalli*
ice rink *jäähalli*
leisure centre or sports centre *urheiluhalli*

14K Fill in the correct translation for the Finnish words *konserttitalo*, *uimahalli*, *urheiluhalli*, *keilahalli* and *jäähalli*.

1 Lately, I have been practising my backstroke at the _____.

2 Will the band be playing at the new _____?

3 Did you see the group doing synchronised skating at the _____ yesterday? They were fantastic!

4 Our floorball practice is at the local _____.

5 I can't believe I got three strikes in a row at the _____ last Friday. It's called a turkey, you know.

INFO BOX

The friendly suffix: ie

When speaking, Brits (and Australians) shorten some longer words to one syllable and then add an 'ie', an 'i' or a 'y' on the end, e.g. **selfie** for self-taken photos of oneself using a mobile phone, and **footie** for football.

14L **Can you identify the underlined words? Listen and check your answers.**

1 If the weather's any good this weekend we'll have a barbie.
2 While she was at uni, my daughter turned veggie.
3 So you're off to Lapland? Look out for the mossies (or mozzies).
4 Good party? Did you get any pressies?
5 You can't pull a sickie just because it's a sunny day.
6 Hiking in Wales is fun, but don't forget to pack your wellies and a brolly.
7 He's not interested in the computer fair. He's only going for the freebies.
8 I don't feel like cooking tonight. Let's head for the chippy.
9 I knitted you that cardi, so I expect you to wear it.
10 On Friday night the town centre is full of teenage hoodies.

Jolly brollies.

14M **Listen to a report about the famous English seaside town Brighton. You will hear it in short sections. Answer the questions during the pauses. You will hear the sections only once. Read the questions before you start.**

Brighton's Story

1 How many people live in Brighton?
   a) About eight million
   b) Close to 300,000
   c) Approximately 27,300

2 What kind of place was Brighton at the beginning?
   a) A famous battle ground
   b) A poor fishing town
   c) A prosperous seaside resort

3 Why did people come to Brighton in the 18th century?
   a) To see the many celebrities on holiday there.
   b) To go fishing and enjoy the fresh sea air.
   c) To improve their health.

4 What can you do on Brighton Pier?
   a) Eat Italian food.
   b) Have a wedding.
   c) Watch movies.

5 Which piece of information is given about Brighton?
   a) A large number of its residents belong to an unusual religious movement.
   b) A musician has been banned from performing there ever again.
   c) Visiting celebrities sometimes cause great chaos in the town.

6 What is Brighton rock?
   a) It is a rock that looks like candy.
   b) It is candy that looks like a rock.
   c) It is candy that has some writing in it.

INFO BOX

Piers, jetties and docks

Piers, **jetties** and **docks** are all structures built out from the shoreline over the water. In British English they are all different.

- **A pier** is a big structure some metres above the water such as Brighton pier where people can walk or fish or buy an ice cream.
- **A jetty** is lower in the water and you can tie your boat up there. The Finnish word *laituri* is a close equivalent.
- **A dock** is part of a harbour where big ships come to unload what they are carrying. The ferries going to Sweden or Estonia, for example, are moored in a dock.

N. B. In American English the word **dock** is also used to describe a jetty.

A day at the seaside.

Topic 15

Health and physical well-being

15A **Match the English words with the Finnish translations. Some of the words are tricky to pronounce. Listen to the correct pronunciation after you have matched the words.**

1	to be allergic to _____	A	angiina
2	to cough _____	B	ripuli
3	to hiccup (or hiccough) _____	C	pahoinvointi
4	pneumonia _____	D	poskiontelontulehdus
5	bronchitis _____	E	selkäkipu
6	tonsilitis _____	F	olla allerginen jollekin
7	sinusitis _____	G	keuhkokuume
8	flu, influenza _____	H	ruoansulatusvaiva, närästys
9	nausea _____	I	hikotella, olla hikka
10	backache _____	J	keuhkoputkentulehdus
11	indigestion _____	K	yskiä
12	diarrhoea (BrE) / diarrhea (AmE) _____	L	flunssa, influenssa

15B **The boasting game. Form groups of four. Each person chooses a different illness. Go round in a circle following the example below, until you have used up all the words in 15A. You may add some words of your own too.**

Student 1: I've got bronchitis.
Student 2: That's nothing. I've got bronchitis and a cough.
Student 3: Is that all? I've got bronchitis and a cough and I cut my finger... etc.

I have **a** cold.
I have flu.
I had **the** flu.

~~EI: **a** flu~~

15C **Tom is travelling around Australia for the summer. Read or listen to the text he sent to his friends at home. Match the words in bold to the Finnish translations in the box below. Note that there are two extra words in Finnish. Look up the translations for those as well.**

The tale of Tom Down Under

First, don't tell Mum, OK? She'll **have a nervous breakdown** if she finds out what's happened to me. It didn't start well: I had a massive **nosebleed** when we were flying over Siberia – embarrassing, but apparently not unusual.

By the time we got to Hong Kong, I also had **diarrhoea**. I don't think it was as serious as **food poisoning** – more like an upset stomach. At Sydney airport, several flights landed at the same time, and there were hundreds of people at arrivals. I **tripped over** somebody's stupid suitcase, and **sprained** my ankle.

It was difficult to manage my backpack with my **swollen ankle**, so of course I lost my balance and fell down the escalator! I must have had a slight **concussion**, or maybe it was just **jetlag**, but according to Sarah (my Aussie friend) who came to meet me, I looked like a man with a serious **hangover**.

Now, not surprisingly, I also **had a temperature**, so Sarah's mum **made a doctor's appointment** for me for later that afternoon. She insisted that I took a nap first, "to recover my strength". Nothing else can possibly go wrong. I've had all my bad luck before I even left the airport. Bring on the sun and surf!

tehdä ajanvaraus lääkärille _____

_____

aikaerorasitus _____

kompastua _____

korkea verenpaine _____

_____

ripuli _____

saada hermoromahdus _____

_____

krapula _____

turvonnut nilkka _____

_____

ruokamyrkytys _____

olla kuumetta _____

venähtää _____

pahoinvointi _____

nenäverenvuoto _____

aivotärähdys _____

Topic 16

Read on

How wonderful it is that nobody need wait a single moment before starting to improve the world.
(Anne Frank, diarist. From Diary of a Young Girl*)*

16A **Read through the two advertisements below and discuss the following questions in groups of three.**

Voluntary work

1 Have you ever thought of doing voluntary work? Why/why not?
2 What type of work would you like to do? Is there something you would rather avoid?
3 If you had to make a choice, which one of these two projects would you choose?
4 In your opinion, what are the advantages and disadvantages of these two placements?

Pokhara Eco Experience

The Pokhara Eco Experience offers volunteers a unique opportunity to work on leading nature conservation programmes around Pokhara, Nepal. Programmes range from 1–12 weeks, giving volunteers the opportunity to become involved in a wide range of nature conservation activities in the foothills of the Himalaya Mountains. Activities include wildlife research and game tracking.

Costs:
Return flight to Kathmandu.
Local bus to Pokhara.
US$ 250 administration fee.

Free board and lodging with a local family in Pokhara or surrounding mountain villages.

Volunteer in Europe!

Through the European Voluntary Service (EVS) you can join a project anywhere in Europe and work in a wide range of fields, such as culture, youth work, sports, the arts or the environment. At the end of your EVS period, you will receive a certificate – the Youthpass – that describes your project.

You will receive free accommodation, food, insurance and pocket money. The only thing you might have to pay is a small part (maximum 10%) of your travel costs. Current projects in Asturias in Spain (building a well) and France (assisting the elderly).

volunteer /vɒlənˈtɪə/ vapaaehtoistyöntekijä
unique /juːˈniːk/ ainutkertainen
opportunity /ɒpəˈtjuːnɪti, ɒpəˈtuːnɪti/ mahdollisuus
***lead, led, led** /liːd, led, led/ johtaa
nature conservation /neɪtʃə ˌkɒnsəˈveɪʃn/ luonnonsuojelu
range /reɪndʒ/ vaihdella; valikoima
wildlife research /waɪldlaɪf rɪˈsɜːtʃ/ luonnonvaraisten kasvien ja eläinten tutkiminen
game tracking /geɪm trækɪŋ/ riistan seuranta
return flight /rɪˈtɜːn flaɪt/ edestakainen lento
administration fee /ədˌmɪnɪˈstreɪʃn fiː/ toimistokulut
free board and lodging /friː bɔːd ænd lɒdʒɪŋ/ täysihoito
receive /rɪˈsiːv/ saada
certificate /sɜːˈtɪfɪkɪt/ (kirjallinen) todistus
describe /dɪˈskaɪb/ kuvailla
current /kʌrənt/ tämänhetkinen, nykyinen, ajankohtainen
well /wel/ kaivo; hyvin
assist /əˈsɪst/ avustaa
elderly /eldəli/ vanhus, iäkäs henkilö

16B

In the following exercises 16B–D you will hear three young people talking about their experiences as volunteer workers. Before listening take a look at the words on p. 151. Answer the questions by choosing the correct alternative.

Iain in Lapland

1 What was not Iain's duty when he was working in Lapland?
a) working at the reception
b) gardening
c) room service

2 Was Iain happy with his pocket money?
a) Yes, he was, because he did not need so much money in Lapland.
b) No, he was not, because it was not even enough to cover the costs of the meals.
c) No, he was not because Lapland is so expensive that he could not really buy anything with the money.

3 Why is Iain planning to return to Finland?
a) He thinks the midnight sun is stunning and he wants to see it again.
b) He wants to meet more people than during his first visit.
c) He wants to experience the Finnish winter.

16C

Now listen to Brigitte's story. Answer the questions in English.

Brigitte in Estonia

1 What did Brigitte do in Estonia? Mention two things.
2 What does Brigitte say about languages?

16D Listen to *Daniel in Nepal* twice. While listening to it for the first time, take notes on the topics listed below. Add some facts to your earlier notes. Go to the online *How to write* section to find out how to take notes.

Daniel in Nepal

1 Tourists in Nepal
2 Daniel's job
3 Local people in general
4 Accommodation
5 Food
6 Costs
7 A negative experience

Pokhara, Nepal, where cows have the right of way.

Lake Fewa in Pokhara, Nepal.

voluntary /vɒləntəri, vɒlənteri/ vapaaehtoinen, vapaaehtois-
cabin /kæbɪn/ mökki
receive /rɪ'siːv/ ottaa vastaan, saada
***do weeding** /duː wiːdɪŋ/ kitkeä rikkaruohoja
accommodation /əˌkɒmə'deɪʃn/ majapaikka, majoitus
meal /miːl/ ateria
stunning /stʌnɪŋ/ upea, ällistyttävä, tyrmäävä
initially /ɪ'nɪʃəli/ pääasiassa, alkuaan
***bet, bet, bet** /bet, bet, bet/ lyödä vetoa
employer /ɪm'plɔɪə/ työnantaja
renovate /renəveɪt/ remontoida
***put up wallpaper** /put ʌp wɔːlpeɪpə/ tapetoida
chop wood /tʃɒp wud/ hakata puita
share /ʃeə/ jakaa
placement /pleɪsmənt/ sijoittaminen työpaikkaan, työhönsijoitus, työpaikka
excursion into the woods /ɪks'kɜːʃn ɪntu ðə wuds/ metsäretki
surrounding area /sə'raundɪŋ eərɪə/ ympäröivä alue
Estonian /e'stəunɪən/ viron kieli, virolainen
improve /ɪm'pruːv/ kehittyä, kehittää
previously /priːvɪəsli/ aikaisemmin
tag /tæg/ merkitä
volunteer organisation /ˌvɒlən'tɪə ˌɔːgənaɪ'zeɪʃn/ vapaaehtoisjärjestö
grab the opportunity /græb ðɪ ɒpə'tjuːnɪti, ɒpə'tuːnɪti/ tarttua tilaisuuteen
unfortunately /ʌn'fɔːtʃənɪtli/ valitettavasti
trekker /trekə/ patikoija, vaeltaja
contribute /kən'trɪbjuːt/ vaikuttaa osaltaan, olla osallisena
massively /mæsɪvli/ valtavasti
build-up /bɪldʌp/ lisääntyminen
litter /lɪtə/ roska
hiking trail /haɪkɪŋ treɪl/ vaelluspolku
therefore /ðeəfɔː/ siksi
basically /beɪsɪkli/ periaatteessa
pick up rubbish /pɪk ʌp rʌbɪʃ/ kerätä roskia
peak /piːk/ huippu
mighty /maɪti/ mahtava
backdrop /bækdrɒp/ tausta
certainly /sɜːtənli/ varmasti
stop for a chat /stɒp fə ə tʃæt/ pysähtyä juttelemaan
extraordinary /ɪk'strɔːdənri, ɪk'strɔːdəneri/ erikoinen, epätavallinen
plant /plɑːnt, plænt/ kasvi; istuttaa
tiny /taɪni/ hyvin pieni, minimaalinen
gain weight /geɪn weɪt/ saada painoa
amuse /ə'mjuːz/ huvittaa, hauskuuttaa
hefty /hefti/ mahtava, mojova
worth it /wɜːθ ɪt/ sen arvoista
crucially /kruːʃəli/ pääasiallisesti
absolutely /æbsəluːtli/ ehdottomasti
recommend /ˌrekə'mend/ suositella
employ /ɪm'plɔɪ/ ottaa työhön, palkata
destination /ˌdestɪ'neɪʃn/ (matka)kohde
taken aback /teɪkən ə'bæk/ järkyttynyt, hämmentynyt
to say the least /tu seɪ ðə liːst/ lievästi sanottuna
***make faces** /meɪk feɪsəs/ ilmeillä, tehdä ilmeitä
afterwards /ɑːftəwədz, æftəwədz/ jälkeenpäin, jälkikäteen
I couldn't help thinking /aɪ kədnt help θɪŋkɪŋ/ en voinut olla ajattelematta
straight forward /ˌstreɪt'fɔːwəd/ yksinkertainen, mutkaton

16E Fill in the gaps with the following verbs.

buy	cut	feed	do	paint	clean
put up	pick	pick up	chop	help out	look after

1 As soon as the guests left, I had to _____ the rooms.

2 I can't cook, but I still had to _____ in the kitchen.

3 They wanted me to _____ the cottages a bright shade of pink.

4 It grew so fast I had to _____ the grass every two weeks.

5 I also needed to _____ some weeding. The weeds grew even faster than the grass.

6 I could not _____ the wallpaper by myself, so I asked Tom, another volunteer, to help me.

7 Tom had no time for sticky wallpaper because he was on his way out to _____ berries and apples.

8 The boss saw him under the apple tree, and asked him to _____ some wood.

9 The boss's wife asked him to _____ the rubbish around the woodshed. Meanwhile, I was still struggling with the wallpaper.

10 Tom and I had to _____ the couple's young children.

11 The parents fed the children, Tom fed the farm animals but I had to _____ the dog.

12 Every Saturday we had to drive into Ivalo to _____ the groceries for the week.

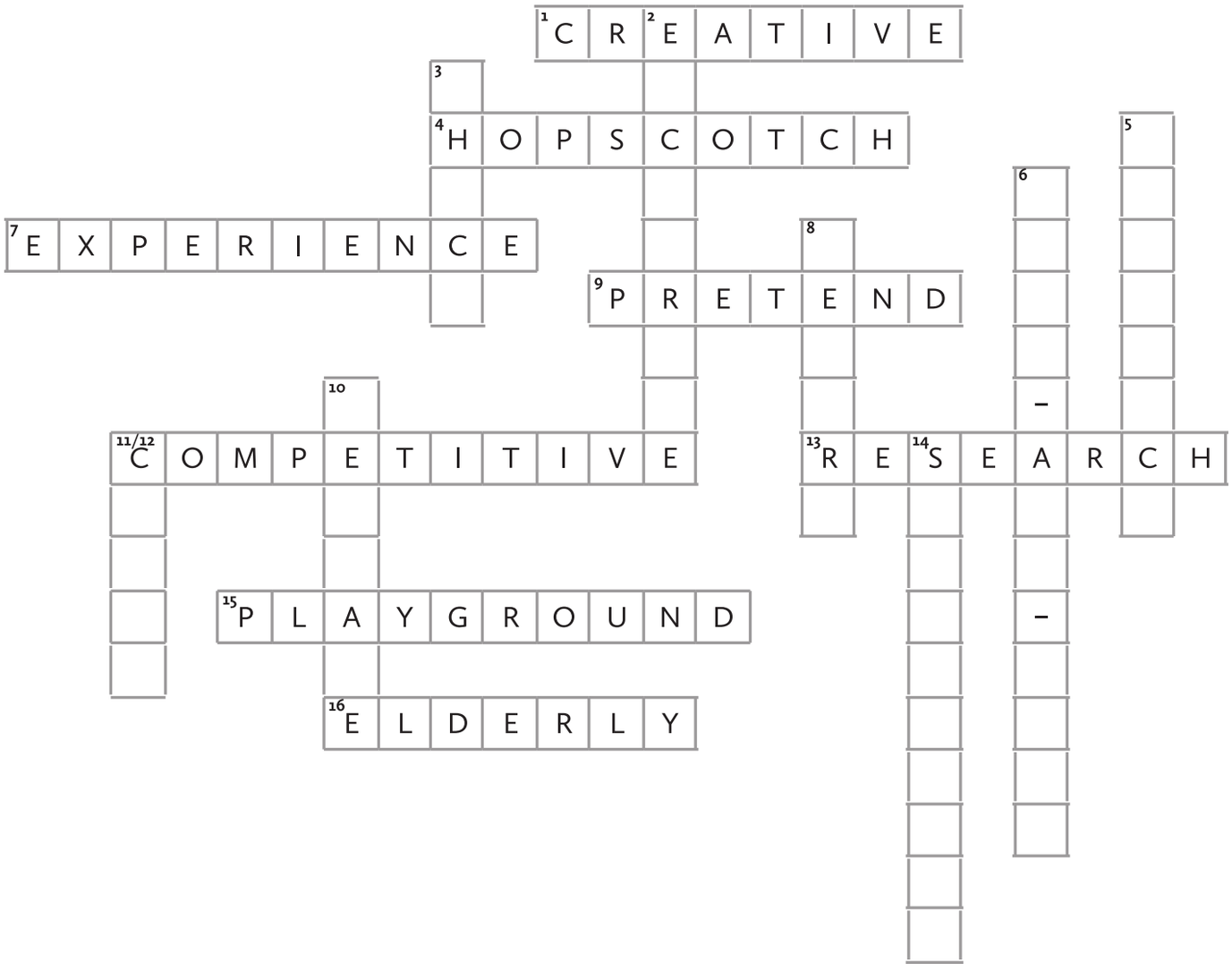
16F Form groups of three. Mime one of the household chores in exercise 16E. Your group members will try to guess which one you are doing. Take turns.

16G Imagine that you have participated in a volunteer work project recently. It can be abroad or in your hometown. Write an article about your experience for your school's online magazine. Try to include as many of the following verbs and prepositions as possible in your text.

work abroad	involved in	join a project	depend on	suffer from
good at	a need for	apply for	take part in	aimed at

2G Talking crossword. You and your partner both have the same crossword but half of the words are missing in each version. Give each other clues in English to fill in the missing words.

Student A: Turn to page 29.
Student B: Use the crossword on this page.



Passiivi · The passive voice

Read the sentences and translate them into Finnish.

1 Listening to music was found to be the most popular free time activity.
2 Shopping is said to be the fifth most important activity among teenagers.
3 TV programmes are increasingly watched online by young people.
4 Indoor sports centres and gyms may be favoured by young Brits because of the weather.

- Passiivilause ilmaisee, että jotain tehdään, tehtiin jne.
  Huomio ei kohdistu tekijään, vaan tekemisen kohteeseen.

- Passiivilauseessa on aina kaksi osaa:

Myönteinen lause

be-verbi + pääverbin ed-muoto / 3. muoto
Going to the cinema **is said** to be the fourth most popular free time activity among teenagers.
Elokuvissa käymisen sanotaan olevan neljänneksi suosituin vapaa-ajanviettotapa nuorten keskuudessa.

Kielteinen lause

be-verbi + not/n't + pääverbin ed-muoto / 3. muoto
Lazing around **was not / wasn't listed** as a favourite free time activity in the survey.
Laiskottelua ei listattu suosituksi vapaa-ajanviettotavaksi kyselyssä.

Kysymyslause

be-verbi tulee kysymyssanan jälkeen
When was this survey **carried out** in Britain?
Milloin tämä kysely tehtiin Britanniassa?

- Be-verbi ilmaisee aikamuodon. Be-verbi myös taipuu yksikössä ja monikossa.

  yks. 3 persoona
  The government free time **survey was done** last year.
  Yhteiskunnallinen vapaa-ajanviettoa koskeva kysely tehtiin viime vuonna.

  monikko
  Several free time **surveys have been done** during the past few years.
  Viime vuosina on tehty useita vapaa-ajanviettoa koskevia kyselyitä.

  Passiivia käytetään enemmän kirjoitetussa kuin puhutussa kielessä.

- Passiivilauseissa tekijä voidaan ilmaista lauseen lopussa **by**-prepositiolla. Tätä kutsutaan **agentiksi**. Tekijä mainitaan vain silloin, jos sillä on jotain merkitystä.

  Passiivi

  Fiction **is read** more **by women**, while non-fiction **is favoured by young men**.

  Aktiivi

  Women read fiction more, while young men favour non-fiction.

  Suomeksi nämä molemmat lauseet käännetään aktiivissa:
  Naiset lukevat kaunokirjallisuutta enemmän, kun taas nuoret miehet suosivat tietokirjallisuutta.

- Kestomuodoissa on passiivissa kolme osaa:

  be-verbi (am, is, are, was, were jne.) **+ being + pääverbin ed-muoto / 3. muoto**.
  A thrilling tennis final is being played at Wimbledon right now.
  Jännittävää tennisfinaalia pelataan parhaillaan Wimbledonissa.

Aktiivista passiiviin

	S	P	O		
Aktiivilause	Tigger	woke	Ed	early in the morning.	

	S	P		agentti	
Passiivilause	Ed	was woken		by Tigger	early in the morning.

Tigger herätti Edin varhain aamulla.

Aktiivilauseen objektista (Ed) tulee passiivilauseen subjekti, jolla aloitetaan passiivilause.

Aktiivilauseen predikaatti eli verbi (woke) muuttuu passiivilauseen verbimuodoksi (was woken).

Aktiivilauseen subjektista (Tigger) tulee passiivilauseen agentti by-preposition avulla (by Tigger). Agenttia käytetään vain, jos sillä on jotain merkitystä.

- Jos lauseessa on objektiivi (vastaa kysymykseen kenelle), passiivilause voidaan aloittaa myös sillä.

	S	P	O	
Aktiivilause:	Ed	gave	**Tigger**	sardines for breakfast.

Passiivilause 1: **Tigger** was given sardines for breakfast by Ed.
Passiivilause 2: Sardines were given to **Tigger** for breakfast by Ed.
Ed antoi Tiggerille sardiineja aamiaiseksi.

- Apuverbien yhteydessä be-verbi on perusmuodossa.

  The game hide-and-seek **can be played** anywhere.
  Piilosta voidaan leikkiä missä tahansa.

- Menneisyyteen viittaava apuverbirakenne on:

  apuverbi + have been + pääverbin ed-muoto / 3. muoto

  Hopscotch **must have been played** hundreds of years ago.
  Ruutuhyppelyä on varmaankin leikitty satoja vuosia sitten.

Passiivin erityistapauksia

Englannin kielessä käytetään joskus passiivia ilmauksissa, joissa suomen kielessä on aktiivi.

be born	I **was born** in a small town. Synnyin pienessä kaupungissa.
be injured	My brother **was injured** in a car accident. Veljeni loukkaantui auto-onnettomuudessa.
be located	Our house **is located** near the new shopping centre. Talomme sijaitsee lähellä uutta ostoskeskusta.

Be-apuverbin tilalla käytetään usein puhekielessä **get**-verbiä. Sen käyttö on vakiintunut esimerkiksi seuraavissa sanonnoissa:

get dressed	I had to **get dressed** quickly not to miss the bus this morning. Minun piti pukeutua nopeasti, jotta en myöhästyisi bussista tänä aamuna.
get hurt	I **got** slightly **hurt** when I tried out my little brother's scooter. Loukkaannuin hieman kun kokeilin pikkuveljeni potkulautaa.
get married to	My best friend will **get married** to his girlfriend next summer. Paras ystäväni menee ensi kesänä naimisiin tyttöystävänsä kanssa.

G1 Revise all the tenses in the passive. Fill in the correct passive forms of the verbs *paint*, *open*, *spend*, *build*, *need*, *do*.

Preesens

The bridge _____ every year.
maalataan (yksikkö)

Some bridges _____ twice a year.
maalataan (monikko)

Futuuri

Our house _____ next month.
maalataan

Imperfekti

A new sports centre _____ last year.
avattiin (yksikkö)

Two new leisure centres _____ the year before.
avattiin (monikko)

Perfekti

A lot of money _____ on them.
on käytetty (yksikkö)

Many new sports facilities _____ in our town.
on rakennettu (monikko)

Pluskvamperfekti

The sports centre _____ a week before we moved there.
oli avattu

1. Konditionaali

Some money _____ for a new health clinic.
tarvittaisiin

2. Konditionaali

The job _____ by now if they had had the money.
olisi tehty

Apuverbi

A new hospital _____ as well.
pitäisi rakentaa (tulevaisuus)

It _____ years ago.
olisi pitänyt rakentaa (menneisyys)

Kestopreesens

New houses _____ next to the park.
rakennetaan

Kestoimperfekti

The walls _____ just _____ last week when I went jogging there.
maalattiin

G2 Active or passive? Choose the correct alternative and translate the sentences into Finnish.

1 Games **play** / **are played** in every culture.
2 Traditional schoolyard games **involve** / **are involved** groups of players.
3 The rules of many outdoor games **can learn** / **can be learned** quickly.
4 The Finnish game "ten sticks on a board" **demands** / **is demanded** good running skills.
5 There are many varieties of hide-and-seek games; one of the most popular in Finland **calls** / **is called** "the church rat".
6 In this game the players **have to catch** / **have to be caught** by the seeker.
7 These schoolyard games **invented** / **were invented** hundreds of years ago.
8 Their rules **preserved** / **are preserved** by oral tradition.

G3 Rewrite the following sentences in the passive voice.

1 A Finnish artist won the singing contest.
2 The whole team will celebrate the victory tomorrow.
3 Everybody loves old pop songs.
4 People do not often buy CDs these days.
5 Fans have given the pop star many gifts.
6 Groups of tourists can visit the homes of some movie stars.
7 The press was interviewing the athlete when he suddenly fainted.

G4 Rewrite the following sentences in the passive voice.

1 Magnus Knight developed the computer game Pretend-chess in 1991.
2 Toy stores have sold millions of Pretend-chess games.
3 Mr Knight's company made a lot of money.
4 His family spent the money in record time.
5 At the moment Mr Knight's grandson Chu is developing a new game.
6 Soon the family committee will discuss Chu's game.
7 They will make the final decision tomorrow.
8 Chu's game could save the company.
9 His proud mother is arranging a party for Chu.
10 Can he develop another successful game?
11 The company should give free copies of the game to some enthusiastic players.

G5 Fill in the correct passive forms of the verbs in brackets.

Trivial Pursuit **1** _____ (listataan) as number nine on the website "Best board games of all time". It **2** _____ (keksittiin) in 1979 by two Canadians, and **3** _____ (on pelattu) ever since. Originally the game was in English, but now it **4** _____ (on käännetty) into 26 different languages.

The game **5** _____ (pelataan) by two or more players who answer questions that **6** _____ (on kirjoitettu) on cards. These questions **7** _____ (on jaettu) into six categories: Geography, Entertainment, History, Arts & Literature, Science & Nature, and Sports & Leisure. Since 1979 many different versions of the game **8** _____ (on tuotu markkinoille: *launch*). Some versions **9** _____ (suunniteltiin) for younger players, and others **10** _____ (luotiin) as promotional tie-ins for movies such as *Star Wars* or *The Lord of the Rings*. By 2003 an online version **11** _____ (oli julkaistu), and this became hugely popular. To avoid going out of date, the online game **12** _____ (päivitetään) all the time by a team of researchers.

Trivial Pursuit has attracted many enthusiastic fans. Some say that the game **13** _____ (pelataan) for another 100 years, at least.

G6 Translate into English. Use the passive voice.

1 Tässä maassa käy vuosittain miljoonia turisteja.
2 Paperia käytettiin tässä maassa jo 200 eKr.
3 Pastaa ja jäätelöä tehtiin siellä jo 2000 vuotta sitten.
4 Siellä on juotu teetä tuhansien vuosien ajan.
5 Sen pääkaupunki sijaitsee maan pohjoisosassa.

The country is _____.

G7 Play tic-tac-toe in pairs. One of you uses the symbol X, the other one O. The aim of the game is to get a row of Xs or Os down, across or diagonally, by translating the verbs correctly. The first player to complete a row wins that game.

GAME 1

1 Basketball and ice hockey **keksittiin** in Canada.	2 Swamp football **pelataan** in Finland.	3 Thousands of fans couldn't get tickets to the match because they **oli myyty** before the event.
4 Figure skating competitions **katsotaan** by many people.	5 The NHL **pidetään** the most important ice hockey league in the world.	6 Finnish baseball **kehitti** by Tahko Pihkala.
7 The game was violent, even though the rugby players **oli rohkaistu** to play a clean game.	8 Many Formula One drivers **ovat loukkaantuneet** in races.	9 The golf tournament **peruutettiin** due to bad weather.

GAME 2

10 TV reality shows **nautitaan** by all age groups.	11 The Hunger Games books **ostettiin** by millions of fans.	12 More vampire series **pitäisi näyttää** on TV.
13 The famous singer **meni naimisiin** her boyfriend in a villa in Italy.	14 If Clint Eastwood had not become an important director, he **muistettaisiin** as a film star.	15 This form **täytyy täyttää** before you receive the gift voucher.
16 The new museum **vieraillaan** by many tourists in the future.	17 Where **synnyit**?	18 Our summer cabin **sijaitsee** in western Finland.

Passiivin vastineet

Englannin kielessä voidaan käyttää passiivin vastineita varsinaisen passiivin sijasta. Passiivin vastineita ovat **you**, **one**, **we**, **they**, **people**. Näillä on pieniä merkityseroja.

- **You** on puhekielen tavallisin passiivin vastine. **You** viittaa ihmisiin yleensä, myös puhuja mukaan lukien.

  You shouldn't do sports when you are ill.
  Sairaana ei saisi urheilla.

- **One** sisällyttää itseensä myös puhujan (muut ja minä), mutta on muodollisempi kuin you.

  One must be careful when practising martial arts.
  Taistelulajeja harjoitellessa täytyy olla varovainen.

- **We** käytetään kun puhutaan ihmisryhmästä, johon puhuja katsoo kuuluvansa.

  We drink a lot of coffee in Finland.
  Suomessa juodaan paljon kahvia.

- **They** viittaa ihmisiin yleensä, mutta saattaa viitata myös ihmisryhmiin, kuten viranomaisiin ja asiantuntijoihin.

  They are planning to build a new sports centre in our town.
  Uutta urheiluhallia suunnitellaan rakennettavaksi kaupunkiimme.

  they = viranomaiset

- **People** viittaa ihmisiin yleisellä tasolla.

  People should use public transport instead of private cars.
  Joukkoliikennevälineitä pitäisi käyttää yksityisautojen sijasta.

- Huomaa myös ilmaukset "**sanotaan, että**"

  They say an apple a day keeps the doctor away.
  Sanotaan, että omena päivässä pitää lääkärin loitolla.

  It is said that daily exercise will help you live longer.
  Sanotaan, että päivittäinen liikunta auttaa elämään pidempään.

G8 Choose the correct alternative. Then translate the sentences into Finnish.

1 We drive on the right in Finland, but in Australia _____ drive on the left.
a) they
b) one

2 _____ is said that an Englishman's home is his castle.
a) One
b) It

3 Unlike in some other cultures, _____ don't wear our shoes indoors in Finland.
a) you
b) we

4 It's true what _____ say: If you wait long enough, everything changes.
a) we
b) they

5 If _____ fails, _____ must try harder next time.
a) one
b) people

6 _____ can visit many tourist attractions in London.
a) You
b) It

7 _____ have decided to build a new concert hall in the city.
a) People
b) They

8 _____ should pay more attention to saving energy in their homes.
a) People
b) We

G9 Fill in the gaps with the appropriate word: *one*, *you*, *we*, *they*, *people* or *it*.

The question of how fit **1** _____ are seems to fill our magazines and newspapers these days. If you are physically active, say the experts, **2** _____ will live longer, **3** _____ will sleep better, and **4** _____ will be more attractive.

Then there are those old proverbs that **5** _____ love to quote. "Movement is medicine", **6** _____ say, or "A healthy body means a healthy mind." Maybe this is true, but if **7** _____ is serious about having a healthy mind, **8** _____ also needs to know when to relax. In Ireland **9** _____ is said that "He who knows how to rest, knows how to enjoy life."

In short, when it comes to exercise, I think **10** _____ should show moderation. If **11** _____ go the gym for a few hours a week – good for them. But if **12** _____ work out six hours a day, **13** _____ might like to think twice about their lifestyle.

Muodollinen subjekti · The formal subject

Read the sentences and underline the formal subjects.

1 It is too late to change the flights now.
2 It was very cold yesterday.
3 It is about 160 kilometres from Helsinki to Turku.
4 There were a lot of people in the museums.
5 There was nowhere to sit.
6 There is no need to rush!

It is; there is

It ja **there** -pronomineja käytetään **muodollisena subjektina**. Englanninkielisissä lauseissa on aina subjekti (suomenkielinen lause voi olla myös ilman subjektia). Muodollisia subjekteja *it* tai *there* ei käännetä.

Huomaa: kaikki aikamuodot ovat mahdollisia.

It is raining.	**Sataa.**
It was raining.	**Satoi.**
There are clouds in the sky.	Taivaalla **on** pilviä.
There were clouds in the sky.	Taivaalla **oli** pilviä.
There had been so much trouble with the car.	Auton kanssa **oli ollut** niin paljon ongelmia.
There was a thunderstorm.	**Oli** ukkosmyrsky.

Käytä muodollista subjektia **it**

- **ajanilmauksissa**
  It is 12 pm, so it is about time to have lunch!
  Kello on 12, joten on aika syödä lounasta!

- **lämpötila- ja sääilmauksissa**
  It is cloudy today.
  Tänään on pilvistä.

- **välimatkaa ilmaistaessa**
  Is it too far to walk from Trafalgar Square to Notting Hill?
  Onko Trafalgar Squarelta liian pitkä matka kävellä Notting Hilliin?

- **mielipidettä ilmaistaessa**
  It is a shame that we cannot stay to watch the rest of the game.
  On sääli, että emme voi jäädä katsomaan peliä loppuun.

- **asiaa korostettaessa**
  It was not yesterday that I told you the news, it was this morning.
  En minä eilen sinulle uutisia kertonut, vaan tänä aamuna.

Käytä muodollista subjektia **there**

- **ilmaisemaan, kun jossakin on jotakin**

  There is a problem with the remote control.
  Kaukosäätimessä on vikaa.

  There are simply too many people here.
  Täällä on yksinkertaisesti liikaa ihmisiä.

  There are many ways to achieve your goal.
  On monia tapoja saavuttaa päämäärä.

  There are no proper seats in the arena, just wooden benches.
  Katsomossa ei ole kunnollisia istuimia, on vain puisia penkkejä.

- **ilmaisemaan, että jotakin on olemassa**

  There is nothing better than the first day of your holiday.
  Ei ole mitään parempaa kuin ensimmäinen lomapäivä.

  There is no easy road to success.
  Menestykseen ei ole helppoa tietä.

G10 Choose the correct expression. State the reason for your choice in Finnish.

1 **There were** / **There was** / **It was** often tornadoes in the Midwest when we lived there.

2 **Is there** / **Are there** / **Is it** a particular reason why **it is** / **there is** / **there are** so many tornadoes there?

3 **It is** / **There is** / **There are** a pity that their route cannot be predicted very well.

4 **It was** / **There was** / **There were** late last night when I heard on the news that **it was** / **there was** / **there were** a tornado alert for the next day.

5 When **it is** / **there is** / **there are** sudden changes in temperature, tornadoes may occur.

6 **It had been** / **There had been** so many serious storms that the Goldbergs decided to move.

7 Who knows if **it is** / **there is** / **there are** going to be sunny or cloudy tomorrow?

8 **It has been** / **There has been** / **There have been** too many winter storms this year!

9 **It was** / **there was** / **there were** my dad who said the storms occured because of El Nino.

10 How many thousands of miles **is it** / **is there** / **there are** from Chicago to New York?

G11 Fill in *it* or *there*, and the correct form of the *be*-verb.

1 _____ ten o'clock. We should leave soon.

2 _____ only 24 hours in a day.

3 _____ not easy being a musician.

4 _____ Benjami's music that was playing last night, not mine.

5 _____ difficult to create a beat?

6 _____ many ways of living your life.

7 _____ great when you can earn money by doing what you love.

8 _____ more than a hundred people at the concert last night.

9 _____ more than 1,200 km from Helsinki to Moscow.

10 _____ sunny when you arrived in Dublin, or _____ raining again?

G12 Work in pairs. Choose who is A and B. Cover the half of the page you are not using. Your partner will check your answers.

	A	B
1	Hei! Onpa upea päivä eikö vain?	**Hi! It's a lovely day, isn't it?**
2	**It certainly is. It hasn't been this hot for weeks.**	Kyllä vain. Näin kuuma ei ole ollut viikkoihin.
3	Itse asiassa uutisissa sanottiin, että näin kuumaa ei ole ollut vuosiin.	**In fact, it was said on the news that it hasn't been this hot for years.**
4	**It's much too hot to go to class, don't you think?**	On aivan liian kuuma mennä tunnille, vai mitä ajattelet?
5	Onko tänään mitään tunteja? Täällä ei ole kovin monia opiskelijoita.	**Are there any lessons today? There are not many students around.**
6	**Perhaps they have been cancelled? Maybe there really are no students on campus today!**	Ehkä ne on peruutettu? Ehkä kampuksella ei todellakaan ole opiskelijoita tänään!
7	Mennään rannalle. Voi olla, että näin hienoa ilmaa ei enää ole ennen kurssin loppua.	**Let's go to the beach. It may not be this nice again before the end of the course.**
8	**There are several good reasons why we shouldn't skip class today.**	On monia hyviä syitä, miksi meidän ei pitäisi pinnata tunnilta tänään.
9	Kyllä, mutta katso! Rannalle menee monia busseja. Mennään!	**Yes, but look! There are several buses going to the beach. Let's go.**
10	**Was there any doubt that we wouldn't go to the beach on a day like this...**	Oliko mitään epäilystä siitä, että emme menisimme rannalle tällaisena päivänä...

G13 Fill in *it* or *there* and the correct form of the *be*-verb.

It sounds like something from a Hollywood movie, but actually **1** _____ such a thing as a killer wave. **2** _____ other names for a killer wave, such as a "freak wave". But whatever the name, **3** _____ no words to describe the power of a real killer wave. This type of wave is luckily quite rare, and it is only formed when **4** _____ a favourable combination of winds and currents.

5 _____ many people who think a tsunami is a killer wave, but it is not. **6** _____ unlikely that you will ever see a killer wave from the beach, but **7** _____ possible of course.

8 _____ a stormy day on the 1st of May. **9** _____ only nine people on the pier, taking photographs of the wild sea. At first, **10** _____ no real danger. **11** _____ midnight when a huge wave started approaching. **12** _____ impossible to see it five miles away. When it hit, it was as if a big fist had smashed into the pier. **13** _____ no warning signs, and **14** _____ nothing anybody could do. **15** _____ not the killer wave itself that shocked people, but the deaths it caused. It was a terrible disaster. Fortunately, **16** _____ some survivors there.

Pronominit · Pronouns

Read the sentences. Pay attention to the pronouns.

1 I have a car of my own. I paid for it myself.
2 If you are on the plane with your child and need to use the oxygen mask, you have to take care of yourself first.
3 The girl over there is my sister. She is saying something. Listen to her! Has she lost her key?
4 Our neighbours helped us when we moved in; we didn't have to carry everything ourselves.

Persoonapronominit

subjekti-muodot	objekti-muodot
I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

Possessiivipronominit

adjektiiviset muodot	itsenäiset muodot
my	mine
your	yours
his/her/its	his/hers/its
our	ours
your	yours
their	theirs

Refleksiivipronominit

myself
yourself
himself/herself/itself
ourselves
yourselves
themselves

Pronominien subjekti- ja objektimuodot

Subjektimuotoa käytetään lauseen subjektina. Se vastaa kysymyksiin **kuka?, mikä?** (who? what?).

I know who you are.
Tiedän kuka olet.

These young people are my pupils. **They** are very nice.
Nuo nuoret ovat oppilaitani. He ovat todella mukavia.

Objektimuotoa käytetään

- objektina: vastauksena kysymyksiin: **kenet?, ketä?** (who?, whom?), **mitä?, minkä?** (what?).

  I added **them** to a group in ThatsApp. Shall I add **you** too?
  Lisäsin heidät ryhmään ThatsAppissa. Lisäänkö sinutkin?

- objektiivina: vastauksena kysymykseen: **kenelle?, mille?** (whom?).

  It is my mother's birthday tomorrow. I bought **her** a present today.
  Äidilläni on huomenna syntymäpäivä. Ostin tänään hänelle lahjan.

- **prepositioiden jälkeen.**

  After you. Sinun jälkeesi.
  This is all I know **about him**. Tässä kaikki mitä tiedän hänestä.
  This is just **between us**. Tämä on vain meidän kesken.

Eri muotojen käyttö: omistus- eli possessiivimuodot

Omistusmuotoja käytetään vastauksena kysymykseen **kenen?** (whose?).

- **Lyhyet, adjektiiviset muodot** ovat substantiivin edessä.

  My dad went to buy a new phone. **His** phone was broken.
  Isäni meni ostamaan uutta puhelinta. Hänen puhelimensa rikkoutui.

  myös ilmaisussa 'of my/your/her/his etc. own'
  My mother did not have a room **of her own** when she was young.
  Äidilläni ei ollut omaa huonetta, kun hän oli nuori.

- **Pitkät muodot** ovat itsenäisiä, eli niiden yhteydessä ei tarvita pääsanaa.

  Whose phone is on the floor?
  – Don't move it, it's **mine**, and it's charging! **Yours** must be somewhere else.
  Kenen puhelin on lattialla? – Älä siirrä sitä, se on minun, ja se on latautumassa!
  Sinun (puhelimesi) täytyy olla jossain muualla.

Refleksiivipronominit

Refleksiivipronomini tarkoittaa ’itse’.

You said **yourself** that I can have your backpack. Don’t you remember?
Itse sanoit, että voin käyttää reppuasi. Etkö muista?

Julie always talks about **herself**. That’s pretty boring.
Julie puhuu aina itsestään. Se on aika tylsää.

Rakenne **by oneself** tarkoittaa ’yksin, omin päin’.

My brother wanted to eat something sweet, and he made some cupcakes **by himself**.

Tricky cases

- **I –** I kirjoitetaan englannin kielessä aina isolla kirjaimella. Virheellisesti pienellä kirjoitettua minä-pronominia näkee joskus käytettävän tyylikeinona, tai netti-teksteissä ja lyhyissä viesteissä, koska se on nopeampi kirjoittaa.
- **its –** omistusmuoto ’sen’ kirjoitetaan yhteen ilman heittomerkkiä

  We used to have a dog. Its name was Eko.
  Meillä oli ennen koira. Sen nimi oli Eko.

- **themselves**

  They tried to control **themselves**, but they were so amused that they collapsed with laughter.
  He yrittivät hillitä itseään, mutta heitä huvitti niin paljon, että he nauroivat kippurassa.

- Toisin kuin suomen kielessä, tuntea-verbin yhteydessä ei englannin kielessä käytetä refleksiivipronominia.

  You look a bit pale. Do you feel ill?
  Näytät vähän kalpealta. Tunnetko itsesi sairaaksi?

- Kun kirjoitat englanniksi, käytä kieliopillisesti oikeaa muotoa: *My friends and I.* Puhekielessä saatat kuulla ilmauksen: *Me and my friends*.

G14 Work in pairs. Choose who is A and B. Cover the half of the page you are not using. Your partner will check your answers.

	A	B
1	Voisitko auttaa minua?	**Could you help me please?**
2	**(I will) see you next week.**	Nähdään ensi viikolla.
3	Katso tuota tyttöä. En tunne häntä.	**Look at that girl. I don't know her.**
4	**There is a little boy with her./ She has a little boy with her.**	Hänellä on mukanaan on pieni poika.
5	En tunne heistä kumpaakaan.	**I don't know either of them.**
6	**Do you think they know us?**	Luuletko, että he tuntevat meidät?

G15 Fill in the missing pronouns.

– Can I get a lift home? Your father gave you **1** _____ car (autonsa) for tonight, didn't **2** _____ (hän)? My mother never lets me use **3** _____ (hänen).

– Do **4** _____ (sinä) think we should ask **5** _____ friends (ystäviltämme) if **6** _____ (he) need a lift? I wonder if **7** _____ (heidän) parents will pick **8** _____ (heidät) up.

– OK, **9** _____'ll (minä) ask **10** _____ friends (omilta ystäviltäni), you ask **11** _____ (omiltasi).

G16 Fill in the gaps using the Finnish clues.

Most people have never heard of *Ultimate*. Because a Frisbee is used in this game, **1** _____ (he) might think of throwing a Frisbee on the beach or throwing **2** _____ (sitä) for **3** _____ (heidän) dog to fetch. But Ultimate Frisbee, or Ultimate, is so much more than that. **4** _____ (se) is a fast-paced team sport played all over the world. **5** _____ (minun) parents have travelled quite a lot with **6** _____ (minun kanssani), and no matter where **7** _____ (me) stay, there is always a field nearby. Whether **8** _____ (sinä) find **9** _____ (itsesi) in a massive capital city like Paris, or in a small town in the middle of nowhere, **10** _____ (sinä) are never more than a Frisbee throw away from a team!

So what is Ultimate and for **11** _____ (kenelle) is it suitable? Ultimate is a non-contact disc sport where the players **12** _____ (itse) are the referees. There are two teams on the field. At each end, there is an end zone and you score a point by catching the disc in the end zone. Because the sport is self-refereed, a player needs to be able to control **13** _____ (itseään) and show good sportsmanship. The game really has **14** _____ (sen) advantages – it's fun, it's social and you have to run around quite a bit. **15** _____ (minä) always **16** _____ (tunnen itseni) happy, fit and healthy when playing Ultimate.

G17 Translate into English.

1 Huoneemme numero on 13. Mikä teidän on?
2 Ystäväni Kate ja minä aiomme kantaa itse matkatavaramme yläkertaan.
3 Hänen isänsä tuntee olonsa huonoksi, ja Kate on hieman huolissaan hänestä.
4 Pyydämme hotellia antamaan parhaan huoneensa hänelle.
5 Löydätkö huoneesi itse vai autanko sinua?

Artikkelit · The articles

Read the sentences and pay attention to the articles.

1 A man and a woman were sitting opposite me on the train.
2 The man was American, but the woman was British.
3 They had met on the internet and fallen in love.
4 They had just got married in a beautiful church in the north of Spain.
5 They were having bread, cheese, biscuits and coffee for breakfast.
6 She said: “I have a headache, darling, could you please pass me the coffee?”

Englannin kielen substantiivia edeltää epämääräinen artikkeli **a/an** tai määräinen artikkeli **the**. Joissakin tapauksissa substantiivi on artikkeliton.

- Epämääräistä artikkelia (a/an) käytetään, kun asia mainitaan ensimmäisen kerran
  A man and **a** woman were sitting in front of me.
- Määräistä artikkelia (the) käytetään kun asia on mainittu tai puhumis-tilanteessa tuttu.
  The man was American, but **the** woman was British.
- Artikkelia ei käytetä ainesanan (uncountables), ja monikollisten substantiivien kanssa yleismerkityksessä.
  – bread, cheese, love, biscuits

- Käytä **epämääräistä artikkelia a** kun sanan ensimmäinen kirjain ääntyy konsonanttina.

  a **c**ar, a **t**able, a **e**uro, a **U**-turn

- Käytä **epämääräistä artikkelia an** kun sanan ensimmäinen kirjain ääntyy vokaalina.

  an **a**pple, an **I**talian, an **h**our, an **h**onour

  Huomaathan, että ääntäminen ratkaisee **a/an** artikkelin käytön!
  a unit /ə 'juːnit/ **an** hour /ən 'auə/

- **Määräinen artikkeli the** äännetään

  [ðə] konsonantilla alkavan sanan kanssa: the **s**un
  [ði] vokaalilla alkavan sanan kanssa: the **i**nternet

Epämääräinen artikkeli **a/an**

Käytä

- **ammatista, uskonnosta, kansallisuudesta**
  She is **a** dentist.
  Mary is **a** Buddhist.

- **ajan, määrän ja hinnan ilmauksista**
  She earns £200 000 **a** year.
  an hour of studying
  a glass of milk
  a bag of crisps
  a loaf of bread

- **sanonnoissa**

take **a** break	pitää tauko
take **a** shower	käydä suihkussa
have **a** headache/cold/temperature	olla päänsärky/flunssa/kuumetta
go for **a** walk	mennä kävelylle
be in **a** hurry	olla kiire

Määräinen artikkeli **the**

Käytä

- **kun asia on yleisesti tunnettu tai niitä on yksi.**
  the sun, the moon, the Earth, the internet
- **kun substantiivia seuraa of-genetiivi tai jokin selittävä määre.**
  the name of the game, the lady in red
- **kun kyseessä on superlatiivi, järjestysluku, ilmansuunnat, sijainti.**
  the best film, the third goal, in the east of Finland, on the right
- **mm. seuraavissa sanonnoissa.**

the following	seuraavana tuleva	the opposite	vastakkainen
the next	seuraava	the previous	edellinen
the last	viimeinen	the same	sama
the only	ainoa	the whole	koko

Artikkelia **ei** käytetä seuraavissa tapauksissa

- **ainesanat**: ***water, snow, milk, gold***
  Snow is composed of small ice particles.
  Lumi koostuu pienistä jääkiteistä.

- **käsitesanat**: ***love, hate, beauty***
  What is love?
  Mitä on rakkaus?

- **laitokset, kun tarkoitetaan niissä tapahtuvaa toimintaa**:
  go to school, go to church
  I go to school every morning.
  Menen joka aamu kouluun.

- **ateriat ja kulkutavat**: ***have lunch/dinner, go by car/bus/train/plane, on foot***
  What time do you have lunch?
  Mihin aikaan syöt lounasta?

  I won't go there by car, I'd rather go on foot.
  En mene sinne autolla, menen mieluummin jalkaisin

- **monikot yleismerkityksessä**:
  Lions are large felines.
  Leijonat ovat isoja kissaeläimiä.

- **seuraavien sanojen kanssa: *nature* (*luonto*), *space* (*avaruus*), *society* (*yhteiskunta*)**
  Nature is full of miracles.
  Luonto on täynnä ihmeitä.

  Technology is changing the way society works.
  Teknologia muuttaa tapaa, jolla yhteiskunta toimii.

G18 Work in pairs. Choose who is A and B. Cover the half of the page you are not using. Translate the phrases. Remember to use articles where needed.

	A	B
1	onnellinen reppureissaaja	**a happy backpacker**
2	**an honest opinion**	rehellinen mielipide
3	ainutlaatuinen tilaisuus	**a unique opportunity**
4	**a handy tool**	näppärä työkalu
5	kuuluisa professori	**a famous professor**
6	**green nature**	vihreä luonto
7	todellinen rakkaus	**true love**
8	**an ancient game**	muinainen peli
9	näkymätön polku	**an invisible path**
10	**an orange insect**	oranssi hyönteinen

- **Huomaa: käytä kuitenkin artikkelia, kun kyseessä on**

→ tietty tilanne
Put **the milk** in the fridge, please!
Laittaisitko tuon maidon jääkaappiin!

→ itse rakennus
The school in our neighbourhood is modern.
Naapurustossa sijaitseva koulu on nykyaikainen.

→ yksittäinen ateria
I had **a lovely dinner** yesterday.
Söin ihanan päivällisen eilen.

→ rajattu ryhmä
The lions in this zoo were born here.
Tämän eläintarhan leijonat ovat syntyneet täällä.

G19 Fill in the articles *the* or *a/an* where necessary.

1 Do you think I need to take _____ break?
2 I would like to go to Greece for _____ week to see my sister.
3 What is _____ name of _____ man we met _____ day before yesterday?
4 He is going to help me get _____ one-way ticket to Athens, but _____ ticket will be expensive. _____ administration fee will be added to _____ price.
5 Perhaps _____ whole idea is crazy, but I just love _____ old city.
6 Before I leave for Athens, I will have _____ lunch with my younger sister on Tuesday.
7 We must have _____ early lunch as my sister is _____ dentist and she has to work in _____ afternoon.
8 Once we went on holiday together. We stayed at _____ hotel. We often ate at _____ hotel, but sometimes we went to _____ restaurant in town.
9 My sister was looking for _____ job then. She didn't get any of _____ jobs she applied for.
10 One day we went for _____ walk. _____ walk took us past _____ clinic. They were looking for _____ dentist. My sister got _____ job.

G20 Translate into English.

1 Yksi siskoistani opiskelee näyttelijäksi.
2 Siitä syystä hän käy mielellään elokuvissa.
3 Elokuvissa minun on ihan pakko saada makeaa popcornia ja limpparia.
4 Sisareni haluaa mieluummin karkkeja ja vesipullon.
5 Haluaisitteko nähdä jonkun elokuvan kanssamme?
6 Vuoden paras elokuva on teattereissa, sen nimi on *Killer Articles*.
7 Voimmeko mennä koulun jälkeen?
8 Totta kai. Menemmekö konserttitalon vieressä olevaan elokuvateatteriin?
9 Pidän siitä teatterista ja liput ovat halvempia arkipäivisin.
10 Halvimmat liput myydään ennen kello kahta.

Artikkelit erisnimien yhteydessä
Articles with proper nouns

Choose the right answer.

1 In what country can you eat poisonous fish?
2 Which country consists of 50 states?
3 Which desert covers about 10% of the African continent?
4 What is the most famous lake in Scotland?
5 Which European country is famous for its tulips?
6 Name a famous department store in London.
7 Where does the American president live?
8 Where does the Queen of England live?

- ☐ Harrods
- ☐ the United States
- ☐ the Sahara
- ☐ the Netherlands
- ☐ Loch Ness
- ☐ the New York of my dreams
- ☐ the United Kingdom
- ☐ the White House
- ☐ The Times
- ☐ the North Pole
- ☐ Japan
- ☐ Buckingham Palace

Artikkelia **ei** yleensä käytetä

- **erisnimet:**
  They live in **Japan**. I think she is from **Europe**.
- **järvet:**
  Loch Ness and **Lake Päijänne** are not the biggest lakes in the world.
- **puistot, aukiot, kadut, kaupunginosat, tavaratalot:**
  Hyde Park, Leicester Square, Oxford Street, Camden, Harrods
- **erisnimi + yleisnimi:**
  Buckingham Palace, Madison Square Garden (**poikkeus**: the Eiffel Tower)

Seuraavissa tapauksissa käytetään määräistä artikkelia *the*:

- **monikolliset maantieteelliset erisnimet:**
  the Canary Islands, the United States
- **autiomaat ja vesistöt:**
  the Sahara, the Mediterranean, the Baltic, the Amazon
- **huvittelupaikat:** the Natural History Museum, the White Swan (pubi),
  the Tate (taidemuseo), the Globe (teatteri), the Ritz (hotelli),
  the Odeon (elokuvateatteri), the Hippodrome (yökerho)
- **of-genetiivillä rajatut erisnimet:**
  the Isle of White, the New York of my dreams
- ***empire, district, kingdom, republic, union* osana nimeä, esim.:**
  the United Kingdom, the Republic of China, the European Union
- **yleisnimi + yleisnimi:**
  the White House, the Empire State Building
- **sanomalehdet, laivat, junat:**
  The Times, the Daily Mail, the Titanic, the Orient Express
- **seuraavat maantieteelliset nimet:**
  the Antarctic, the Arctic, the Arctic Circle
  the Equator, the South/North Pole
  the Middle East, the Far East, the Vatican

G21 Fill in *the* or –.

1	_____	British Museum	8	_____	Atlantic
2	_____	Arctic Circle	9	_____	New York Times
3	_____	Great Wall of China	10	_____	Thames
4	_____	Kensington Palace	11	_____	Croatia
5	_____	Hyde Park	12	_____	National Theatre
6	_____	Heathrow Airport	13	_____	Museum of Modern Art
7	_____	Philippines	14	_____	Asia

G22 Choose either A or B. Take turns first, translating the questions into English, then asking and answering them. Cover the half of the page you are not using.

	A	B
1	Onko Big Ben Lontoon korkein rakennus?	**Is Big Ben the highest/tallest building in London?**
2	**Is the Mediterranean in Europe?**	Onko Välimeri Euroopassa?
3	Mikä on Kanariansaarten suurin kaupunki?	**What is the largest city in the Canary Islands?**
4	**What would the Finland of your dreams be like?**	Millainen olisi unelmiesi Suomi?
5	Onko Victoria-järvi maailman syvin järvi?	**Is Lake Victoria the deepest lake in the world?**
6	**Is the Philippines located in the Middle East or in the Far East?**	Sijaitseeko Filippiinit Lähi-idässä vai Kauko-idässä?
7	Missä paikassa New Yorkissa pelataan NBA-koripalloa?	**Where in New York do they play NBA matches?**
8	**In which city can you visit the Eiffel Tower?**	Missä kaupungissa voit käydä Eiffel-tornissa?

G23 Fill in the articles *the* or *a/an* where necessary.

Matt and Lisa are planning **1** _____ trip. Matt wants to visit **2** _____ Central Park in **3** _____ New York. He has read about it in **4** _____ Times. Lisa says: "**5** _____ New York of your dreams may not be the same as **6** _____ real thing". She wants to go to **7** _____ Netherlands instead. They go to **8** _____ biggest bookstore in town to get more information.

While walking past the park, Lisa says to Matt: "I love **9** _____ flowers. Look at **10** _____ flowers over there. They are so pretty." After looking at all **11** _____ American and Dutch travel books in **12** _____ store, they decide to surf **13** _____ internet instead. They go to **14** _____ restaurant to have **15** _____ lunch first. Matt orders **16** _____ cheese sandwich with **17** _____ French fries. Lisa decides to have **18** _____ hamburger. Matt has **19** _____ pot of tea while Lisa gets **20** _____ Arabic coffee. **21** _____ coffee tastes funny, and she does not finish it.

"That was **22** _____ waste of money!" Matt says. "Why didn't you order **23** _____ tea instead?" Lisa looks at **24** _____ pretty flowers and says nothing. On **25** _____ way home, they stop at **26** _____ small grocery store. **27** _____ store has been there forever. Lisa buys **28** _____ apples and **29** _____ carton of milk. Matt buys **30** _____ bag of good coffee. They decide to go to **31** _____ Bahamas instead.

G24 Translate the questions into English. After translating, answer the questions with your partner.

1 Onko Saimaa Suomen isoin järvi?
2 Voiko Vatikaanissa käydä käymättä Roomassa?
3 Tiedätkö ketään, joka on ollut pohjoisnavalla?
4 Onko Selfridgen tavaratalo avannut liikkeen Suomessa?
5 Onko Keskuspuisto New Yorkissa vai San Franciscossa?
6 Missä on Gobin autiomaa? Onko se Afrikassa vai Aasiassa?

Artikkelin paikka · Articles: Special cases

Read the dialogue in pairs.
Pay special attention to the place of the articles.

Mom: What a lovely dress you are wearing, darling!
Tina: Thanks, mom. I just had to buy it. But it was quite a shock to see the price.
Mom: Such a pity I didn't go with you. Was Ben with you?
Tina: No, he is rather a pain when it comes to shopping.
Mom: Darling, however good a boyfriend he is, it's a bad idea to take him shopping with you. All men think shopping takes twice the time it should...

- **Yleensä artikkeli sijoittuu substantiivin ja kaikkien sen määreiden edelle**
  Mum, there is a gorgeous-looking man at the door!

Artikkeli a/an tai the sijoittuu poikkeavasti seuraavissa tapauksissa:

- **What / such / quite / rather / half + a/an + substantiivi**
  What a nice surprise! It was quite a surprise! It was such a difficult test.
- **All / both / double / half / twice + the + substantiivi**
  I did all the homework, and it took half the time I expected.
- **Too / as / so / how + adjektiivi + a/an + substantiivi**
  You gave yourself too big a task. You didn't realise how long a time it would take. It was so difficult a test that almost no one passed it.

Huom. Jos sanoihin rather/quite liittyy myös adjektiivi, voit käyttää kahta tapaa:
It was quite a pleasant experience. It was a quite pleasant experience.

G25 Correct the sentences by adding articles where needed.

1 It was lovely party, but DJ was too snobbish guy!
2 I studied for quite long time yesterday.
3 What pity! I missed all fun.
4 It was so difficult test that many students complained.
5 I did all homework, and afterwards I had such good feeling.

G26 Translate into English.

1 Hän on niin suloinen poika.
2 Mikä ihana päivä!
3 Se oli aika hassu tarina.
4 Matka kestää kaksinkertaisen ajan autolla.
5 Aika miellyttävä yllätys.
6 Hän ei ole niin kovin huono isä.
7 Matka kestää puoli tuntia junalla.
8 Hän on aikamoinen tähti.
9 Kuinka iso juttu se on?
10 Kumpikin harjoitus oli helppo.

G27 Choose and underline the correct expression.

I couldn't go to school yesterday. In the morning, when I was cycling to school, I had 1 **quite strange / quite a strange** accident. The sun was shining even though it was raining at the same time. 2 **What a weird / What weird** day, I was thinking to myself, and then I hit another cyclist. I had been blinded by the sun. She was driving at 3 **such a / so** high speed she didn't notice me. 4 **Quite fast / A quite fast** cyclist, I remember thinking before I passed out.

I woke up in the ambulance. From the sound of the engine, I was sure it was going 5 **the double / double the** speed limit. The other cyclist was there too, but she was not badly injured. '6 **The both / Both the** patients are conscious now,' said the nurse.

At the hospital a young doctor examined me. He was 7 **too polite a / a too polite** doctor to say I looked terrible. I wanted to get up, but the doctor didn't let me. He said: 'Take your time, I haven't seen 8 **such a / a such** bad bicycle accident in a long time.' I noticed that I had 9 **rather painful / a rather painful** headache, so I lay down again. I also noticed that the other patient was given only 10 **half the / half** amount of pain medication I received.

She told the nurse who was bandaging her that she was a stuntwoman. 11 **All the / The all** people around her wanted to hear more. She explained that it was 12 **so dangerous a / a so dangerous** job that she had often thought about giving it up. But she had never had an accident – well, not until the day she ran into me.

G28 Fill in the articles where needed.

Three enthusiasts

I have 1 _____ good friend, Benjami, who has 2 _____ wide knowledge of music. I would say he is 3 _____ real musician, even though he is only sixteen at 4 _____ moment. He often asks me to join him when he gets 5 _____ free concert tickets. He has 6 _____ lot of friends who are interested in 7 _____ music. They like 8 _____ different types of music, not only 9 _____ music Benjami makes. Benjami plays several instruments, including 10 _____ piano and 11 _____ guitar. He is definitely 12 _____ most musical person I have ever known. He also composes 13 _____ beats. I wish I could do 14 _____ same! At 15 _____ weekends we often go to 16 _____ concert. I prefer 17 _____ live music, and can't concentrate on concerts that are recorded and then shown on 18 _____ TV or on 19 _____ internet.

My favourite hobby is 20 _____ tennis and I am 21 _____ really sporty person. 22 Because _____ tennis is my passion, I practise at least every 23 _____ other day. When I don't go to 24 _____ tennis court, I go for 25 _____ run. Sometimes I ask 26 _____ friend to join me. Some athletes like to drink 27 _____ recovery drinks after sports, but I prefer 28 _____ water. You could ask me almost anything about 29 _____ sports and I would probably know 30 _____ answer. I am quite 31 _____ expert. 32 _____ dream of mine is to travel around 33 _____ world and see as many games as possible. I guess that would cost 34 _____ fortune!

My neighbour, 35 _____ 20-year-old girl, came 36 _____ second in 37 _____ photo competition 38 _____ last year. She was among 39 _____ best young European photographers. Her parents come from 40 _____ Netherlands, and she definitely has 41 _____ fresh perspective when it comes to taking pictures. I think her 42 _____ Dutch roots influence her art, even though she has lived in Finland for 43 _____ past 15 years. I am pretty sure she will study 44 _____ arts in the future. She is finishing 45 _____ school this year, and because she is not going to 46 _____ army, she could start studying at 47 _____ arts school 48 _____ next year. Of course, anybody can take 49 _____ pictures, but to get such striking images you have to be 50 _____ artist. My friends and I are quite talented in our different areas, and I am positive that we are going to be successful later in 51 _____ life. On the other hand, having 52 _____ fun is also important.

Yksikkö ja monikko · Singular and plural

Read the sentences and pay attention to the plurals.

1 Ordinary tourists can post their opinions of hotels, restaurants, and tourist attractions on travel websites.
2 Families taking photos in crowded tourist areas should always watch out for thieves.
3 In the past the streets of London were filled with horses, carriages, carts, buses and people.
4 Nowadays the busy men and women going to work head for the many Tube stations around London.

Säännöllinen monikko

- Monikon pääte on yleensä **-s**.

  a hotel → hotel**s**
  a tourist → tourist**s**

- Jos substantiivi päättyy äännettäessä suhuäänteeseen (s, sh, ch, z tai x), monikkoon lisätään **-es**-pääte.

  a bus → bus**es**
  a box → box**es**

- Myös jotkin o-kirjaimeen päättyvät sanat saavat **-es**-päätteen.

  an echo → echo**es**
  a hero → hero**es**
  a potato → potato**es**
  a tomato → tomato**es**

  Muuten o-kirjaimeen päättyvien sanojen pääte on pelkkä **-s**.

  a photo → photo**s**
  a disco → disco**s**

- Jos substantiivin viimeiset kirjaimet ovat yksikössä **konsonantti + y**, monikon pääte on **-ies**.

  a family → famil**ies**

  Vokaalin jälkeinen y ei muutu: a toy, toys.

- Seuraavissa sanoissa **pääte** muuttuu monikossa muotoon **-ves**.

a calf	→ calves	vasikka	an elf	→ elves	haltia, tonttu
a dwarf	→ dwarves	kääpiö	a half	→ halves	puolikas
a knife	→ knives	veitsi	a leaf	→ leaves	lehti
a life	→ lives	elämä	a loaf	→ loaves	leipä
a shelf	→ shelves	hylly	a thief	→ thieves	varas
a wife	→ wives	vaimo	a wolf	→ wolves	susi

- Muuten f- tai fe-kirjaimiin päättyvillä sanoilla monikon pääte on -s.

a roof katto	→ roof**s**	a belief uskomus	→ belief**s**

Epäsäännöllinen monikko

- Seuraavat substantiivit taipuvat monikossa epäsäännöllisesti:

a foot	→ feet		a man	→ men	
a tooth	→ teeth		a woman	→ women	
a goose	→ geese	hanhi	a child	→ children	
a louse	→ lice	täi	an ox	→ oxen	härkä
a mouse	→ mice				

Erikoistapaus: ihminen, ihmiset

a person (ihminen, henkilö) → people (ihmiset), persons (henkilöt)
a people (kansa) → peoples (kansat)

- Vierasperäiset sanat taipuvat usein epäsäännöllisesti.

a crisis	→ crises	kriisi
a criterion	→ criteria	kriteeri
a phenomenon	→ phenomena	ilmiö

- Yksikkö ja monikko ovat samanlaisia myös kansallisuussanoilla, jotka päättyvät -ese.

  I met two **Portuguese** in my hotel in London.

  Huomaa: one Swiss, two Swiss

- Joillakin eläimiä ja kaloja tarkoittavilla substantiiveilla yksikkö ja monikko ovat samanlaisia.

a deer	→ deer	peura	an elk	→ elk	hirvi
a fish	→ fish	kala	a pike	→ pike	hauki
a perch	→ perch	ahven	a moose	→ moose	hirvi
a salmon	→ salmon	lohi	a sheep	→ sheep	lammas
a reindeer	→ reindeer	poro	a trout	→ trout	taimen

- On myös muita substantiiveja, joilla yksikkö ja monikko ovat samanlaisia.

a crossroads	→ crossroads	risteys
a headquarters	→ headquarters	päämaja
a means	→ means	keino
a series	→ series	sarja
a species	→ species	laji
an aircraft	→ aircraft	lentokone
a spacecraft	→ spacecraft	avaruusalus

G29 Change the following nouns into the plural.

1	a church	5	an elf	9	a foot	13	a pike
2	a hero	6	a wife	10	a crisis	14	a series
3	a country	7	a mouse	11	a phenomenon	15	a crossroads
4	a play	8	a man	12	a deer	16	a Chinese

G30 Fill in the missing plurals.

– Would you like to see the **1** _____ we took in Lapland? (valokuvat)

This is the cottage where we stayed. The owner had a lot of **2** _____. (porot)

– Weren't you afraid of **3** _____? (sudet)

– No. I don't think they are dangerous to **4** _____. (ihmiset)

– These are the biggest **5** _____ that I caught. (kalat)

I don't know what **6** _____ they were. (lajit)

The two **7** _____ in this picture (japanilaiset)

caught a lot of **8** _____. (taimen)

They bought their **9** _____ (lapset)

Finnish **10** _____ as souvenirs. (veitset)

They really enjoyed eating **11** _____ (perunat)

and fresh Finnish **12** _____ in Lapland. (marjat)

G31 Change all the parts in bold into the plural form.

1 I am really interested in **a different form of public transport**.
2 I have heard of **a two-storey tram that operates** in Hong Kong.
3 **The London double-decker bus has** always fascinated me.
4 When I was in London, I also took **a photograph of a ferry** on the Thames.
5 I saw Mr Bean get on a bus carrying **a tomato, a potato and some salmon** in **a shopping bag.**
6 I also like **a traditional black London taxi.**
7 I once shared a taxi with **a wife** of a Swazi prince **who was on her way to the headquarters** of the African Union near Leicester Square.
8 They had **a big box** from Harrods filled with **a silk scarf**.
9 They accidentally dropped **a box**, and **a sharp knife** fell out.
10 **The wife** explained that **she** baked **her own loaf of bread** in **her hotel room**.
11 "**My child does not like English bread**," **she** said.

G32 Change the nouns in brackets into the correct plural form, where needed.

Mia likes travelling and she likes food. She has visited over 34 **1** _____ (country), and she has tried **2** _____ (hundred of dish) from **3** _____ (kitchen) around the world. "I think **4** _____ (man) and **5** _____ (woman) are the same everywhere," she writes in her blog. "We all like to eat good **6** _____ (thing)." In Scandinavia she ate some good **7** _____ (fish: perch, trout and salmon). While living with **8** _____ (family) in Siberia she had smoked **9** _____ (reindeer), many **10** _____ (loaf) of rye bread and many **11** _____ (glass) of hot tea.

"In some countries, people have strange **12** _____ (belief) about food. In Ecuador, many **13** _____ (species) of fish are eaten only in winter. Where they don't always have the **14** _____ (means) to cook their food, people will develop excellent **15** _____ (dish) made from raw food." She once saw **16** _____ (wolf) chasing a farmer's **17** _____ (goose) in Manitoba. "The **18** _____ (child) were scared and the farmer was furious. I pointed to the several **19** _____ (cat) on the farm, there to keep the **20** _____ (mouse) under control. I reminded them that all of us, **21** _____ (person) and **22** _____ (animal) alike, have to eat."

G33 Translate into English.

1 Monet aviomiehet ja vaimot laittavat mielellään ruokaa yhdessä.
2 Varkaat veivät kolme laatikkoa kalliita veitsiä ja monia vanhoja kolikkosarjoja.
3 Näimme monia kiinnostavia luonnonilmiöitä Uudessa Seelannissa.
4 Mary-tätini kasvattaa hanhia, lampaita ja härkiä maatilallaan.
5 Viime kesänä näin susia, poroja ja hirviä kun olin kalastamassa lohia Teno-joella.

Omistusmuodot · Possessives ('s, of)

Read the sentences and underline the possessive forms.

1 Somebody had taken my brother's brand new sneakers from the locker room.
2 We made a poll of our classmates' favourite kind of music.
3 I think the most enjoyable women's sport to watch is tennis.
4 The name of the game in which you need to draw is Pictionary.

s-genetiivin muodostus

- Yksiköllisiin sanoihin lisätään **heittomerkki + s**.

  The **musician's** music was lost.
  Muusikon nuotit olivat hävinneet.

- Jos yksiköllinen sana päättyy s-kirjaimeen, heittomerkki riittää. Usein lisätään kuitenkin myös s.

  We saw black swans in **St James's** park.
  Näimme mustia joutsenia St Jamesin puistossa.

- Monikollisiin sanoihin lisätään pelkkä heittomerkki '.

  The **girls'** P.E. teacher was jogging with them.
  Tyttöjen liikunnanopettaja oli juoksemassa heidän kanssaan.

- Jos monikollinen sana ei pääty s-kirjaimeen, siihen lisätään **heittomerkki + s**.

  Children's games are on the top floor.
  Lasten pelit ovat ylimmässä kerroksessa.

- Jos kahdella henkilöllä on yhteinen omistus, s-pääte lisätään vain jälkimmäisen henkilön nimeen.

  Jack and Jill's keyboard
  Jackin ja Jillin kosketinsoitin

- Jos kyseessä on kahden henkilön erilliset omistukset, s-pääte tulee molempiin sanoihin.

  My **father's** and **Mrs Smith's** favourite dish is spaghetti.
  Isäni ja rouva Smithin lempiruoka on spagetti.

S-genetiiviä käytetään

- yleensä ihmisistä ja eläimistä puhuttaessa.

  Our **dog's** diet consists only of dried foods.
  Koiramme ruokavalio koostuu pelkästään kuivaruoasta.

- usein ajanilmauksissa.

  today's news, **last year's** fashion
  tämän päivän uutinen, viime vuoden muoti

- usein paikkaa ilmaisevien sanojen yhteydessä (erityisesti superlatiivin edellä).

  Australia's best beaches are on the west coast.
  Australian parhaat rannat ovat länsirannikolla.

- useissa paikkaa ilmaisevissa genetiiveissä paikkaa ilmaiseva sana (esim. shop, house, place) jätetään pois ja se korvataan genetiivillä.

  at the **barber's**, at my **grandmother's**
  parturissa, isoäidin luona

G34 Fill in the possessive forms of the words in brackets.

1 This _____ (lapsi) hat is dirty.

2 These _____ (lapset) hats are dirty.

3 A _____ (mies) car is his pride and joy.

4 The _____ (miehet) cars were parked outside the stadium.

5 The boys found theirs, but the _____ (tytöt) gloves were all lost.

6 _____ (Alexis) nails were painted a bright green colour.

7 _____ (viime vuosi) results were the best ever.

8 At my _____ (isoäiti) I always get my favourite foods.

Of-genetiiviä käytetään

- ilmaisemaan kahden asian tai esineen yhteenkuuluvuutta.

  The inside **of** the box was black.
  Laatikon sisusta oli musta.

  The cost **of** living is rising all the time.
  Elinkustannukset nousevat jatkuvasti.

- joskus s-genetiivin sijasta ihmisistä puhuttaessa substantiivina ja aina substantiivina, jos puhutaan ihmisryhmästä käyttämällä adjektiivia.

  the advice **of** the specialists
  asiantuntijoiden neuvot

  the energy **of** the young
  nuorten energia

- maantieteellisissä nimissä.

  the United States **of** America, the Isle **of** Man

- jotta vältyttäisiin väärinymmärrykseltä.

  The parents took the boys' bikes to the shed.
  = The parents took the bikes **of** the boys to the shed.
  Vanhemmat veivät poikien pyörät varastoon.

  Kuulostaa samalta kuin: The parents took the boy's bikes to the shed.
  Vanhemmat veivät pojan pyörät varastoon.

G35 Fill in the gaps using the words given in the brackets.

1 Have you ever seen _____ (Suomen presidentti) in Naantali?

2 _____ (Luokan pöydät) were really old.

3 Look at _____ (sivun yläosa).

4 The _____ (huoneen ikkunat) were open.

5 What was _____ (pyörän hinta)?

6 All _____ (luokan pojat) decided to join the choir!

7 _____ (Suomenlahti) is beautiful in summer.

8 How many _____ (kirjahyllyn hyllyt) were already full of books?

Huomaa

- Jos genetiivirakenteeseen liittyy sana 'eräs', jokin lukusana tai jokin pronomineista **this/these**, **that/those**, **some**, **any**, **no**, **every** käytetään usein kaksoisgenetiiviä.

  That uncle of yours is really strange, even stranger than mine is.
  Tuo setäsi on todella outo, jopa oudompi kuin minun.

  Actually, **those relatives of yours** are all pretty strange.
  Itse asiassa nuo sukulaisesi ovat kaikki melko outoja.

  No acquaintance of mine would ever behave so badly.
  Kukaan tuttuni ei koskaan käyttäytyisi noin huonosti.

  There is a lot of violence in **every single film of Tarantino's**.
  Jokaisessa Tarantinon filmissä on paljon väkivaltaa.

- Ero englannin ja suomen kielen sanajärjestyksessä:

  What is the title of the film?
  Mikä on filmin nimi?

- Yleensä of-genetiiviä edeltää määräinen artikkeli **the**.

G36 Translate into English.

1 Rikkaiden ongelmat ovat erilaisia kuin tavallisten ihmisten.
2 Halusin lasin vettä heti kun olin päässyt perille.
3 Raahen kaupunki on tunnin noin tunnin matkan päässä Oulusta.
4 Kökarin saarelta on hyvät yhteydet Ahvenanmaalle.
5 Krisin ystävät saivat parhaat paikat teatterissa.
6 Huomasitko muiden ihmisten upeat puvut?
7 Ystävieni vanhemmat ovat minulle aina ystävällisiä.
8 Herra ja rouva Jonesin lapset kutsuivat kaikki vanhempiensa vanhat opettajat juhliin.

G37 Ask your partner the following questions. Use the possessive form where appropriate. Change roles after five questions.

1 Which country has the (world) tallest building?
2 What is the American film (industry) biggest prize called?
3 What is the hair colour of (Homer Simpson) wife Marge?
4 Which Finnish (composer) wife was called Aino?
5 What are Scottish (men) skirts called?
6 What is (Shakespeare) famous tragedy about young love called?
7 What is the name of (Africa) highest mountain?
8 In which (children) board game can you buy hotels?
9 In which book can we read about (Moses) adventures?
10 What was (Mickey Mouse) original name?

G38 Note the use of 's' in the following sentences and underline it. Translate the sentences in pairs.

The confusing s

1 The DJ's done playing music for tonight.
2 Some of the DJ's audio files were corrupt.
3 His music's very good, though.
4 He's going to have to fix those corrupt files.
5 Who's going to help him?
6 Whose music will be played at the next party?
7 The music industry should make its files available to the public.
8 It's been too long since we had a party.
9 Now there's a good idea – let's have another party.
10 It's not our equipment, it's theirs. Maybe they will let us borrow it.

Epäsäännölliset verbit · Irregular verbs

a	**arise, arose, arisen** [ə'raiz, ə'rəuz, ə'rizn]	nousta; syntyä, ilmetä
	awake, awoke, awoken/awakened [ə'weik, ə'wəuk, ə'wəukən/ə'weikənt]	herätä
b	**be, was/were, been** [biː, wɔz, wəəː(r), biːn]	olla
	bear, bore, borne [beə(r), bɔː(r), bɔːn] **born = syntynyt**	kantaa; kestää, sietää; synnyttää
	beat, beat, beaten [biːt, biːt, biːtn]	lyödä, voittaa
	become, became, become [bi'kʌm, bi'keim, bi'kʌm]	tulla joksikin
	begin, began, begun [bi'gin, bi'gæn, bi'gʌn]	alkaa
	bend, bent, bent [bend, bent, bent]	taivuttaa; taipua
	bet, bet/betted, bet/betted [bet, bet/betid, bet/betid]	lyödä vetoa
	bid, bid, bid [bid, bid, bid]	tarjota, tehdä tarjous (esim. huutokaupassa)
	bind, bound, bound [baind, baund, baund]	sitoa
	bite, bit, bitten/bit [bait, bit, bitn/bit]	purra; tarttua (onkeen)
	bleed, bled, bled [bliːd, bled, bled]	vuotaa verta
	blow, blew, blown [bləu, bluː, bləun]	puhaltaa; tuulla
	break, broke, broken [breik, brɔuk, brɔukn]	katkaista, murtaa; särkeä; murtua, särkyä
	breed, bred, bred [briːd, bred, bred]	kasvattaa, jalostaa (eläimiä, kasveja)
	bring, brought, brought [briŋ, brɔːt, brɔːt]	tuoda
	broadcast, broadcast, broadcast [brɔːdkɑːst, brɔːdkɑːst, brɔːdkɑːst]	lähettää (radiosta, TV:stä)
	build, built, built [bild, bilt, bilt]	rakentaa
	burn, burnt/burned, burnt/burned [bəːn, bəːnt/bəːnd, bəːnt/bəːnd]	palaa; polttaa
	burst, burst, burst [bəːst, bəːst, bəːst]	haljeta, särkyä, puhjeta; syöksyä; särkeä, puhkaista
	buy, bought, bought [bai, bɔːt, bɔːt]	ostaa
c	**cast, cast, cast** [kɑːst, kɑːst, kɑːst]	valaa; heittää (esim. varjo, katse)
	catch, caught, caught [kætʃ, kɔːt, kɔːt]	saada kiinni; ottaa kiinni, pyydystää
	choose, chose, chosen [tʃuːz, tʃəuz, tʃəuzn]	valita
	cling, clung, clung [kliŋ, klʌŋ, klʌŋ]	takertua, tarrautua, pitää kiinni
	come, came, come [kʌm, keim, kʌm]	tulla, saapua
	cost, cost, cost [kɔst, kɔst, kɔst]	maksaa, olla hintana
	creep, crept, crept [kriːp, krept, krept]	ryömiä, madella, hiipiä
	cut, cut, cut [kʌt, kʌt, kʌt]	leikata; hakata; kaataa

d	**deal, dealt, dealt** [di:l, delt, delt]	käsitellä; jakaa, antaa; käydä kauppaa; olla tekemisissä
	dig, dug, dug [dig, dʌg, dʌg]	kaivaa
	do/does, did, done [du:/dʌz, did, dʌn]	tehdä
	draw, drew, drawn [drɔ:, dru:, drɔ:n]	vetää; piirtää; laatia
	dream, dreamt/dreamed, dreamt/dreamed [dri:m, dremt/dri:md, dremt/dri:md]	uneksia
	drink, drank, drunk [driŋk, dræŋk, drʌŋk]	juoda
	drive, drove, driven [draiv, drəuv, drivn]	ajaa
	dwell, dwelt/dwelled, dwelt [dwel, dwelt/dweld, dwelt]	asua, oleskella
e	**eat, ate, eaten** [i:t, et /(Am) eit, i:tn]	syödä
f	**fall, fell, fallen** [fɔ:l, fel, fɔ:ln]	pudota; kaatua
	feed, fed, fed [fi:d, fed, fed]	syöttää, ruokkia
	feel, felt, felt [fi:l, felt, felt]	tuntea (olevansa); tuntua, tunnustella
	fight, fought, fought [fait, fɔ:t, fɔ:t]	tapella, taistella
	find, found, found [faind, faund, faund]	löytää
	flee, fled, fled [fli:, fled, fled]	paeta
	fling, flung, flung [fliŋ, flʌŋ, flʌŋ]	heittää, singota, paiskata
	fly, flew, flown [flai, flu:, fləun]	lentää
	forbid, forbade/forbad, forbidden [fə'bid, fə'bæd / (Am) fɔ'beid, fɔ'bidn]	kieltää
	forget, forgot, forgotten/(Am) forgot [fə'get, fə'gɔt, fə'gɔtn / fə'gɔt]	unohtaa
	forgive, forgave, forgiven [fə'giv, fə'geiv, fə'givn]	antaa anteeksi
	forsake, forsook, forsaken [fə'seik, fə'suk, fə'seikn]	hylätä, luopua
	freeze, froze, frozen [fri:z, frəuz, frəuzn]	jäätyä; paleltua, palella
g	**get, got, got/(Am) gotten** [get, gɔt, gɔt/gɔtn]	saada jtk, hankkia; tulla joksikin; saada tekemään, tehdyksi, päästä
	give, gave, given [giv, geiv, givn]	antaa
	go, went, gone [gəu, went, gɔn]	mennä, kulkea; matkustaa
	grind, ground, ground [graind, graund, graund]	jauhaa
	grow, grew, grown [grəu, gru:, grəun]	kasvaa; kasvattaa; tulla joksikin
h	**hang, hung, hung** [hæŋ, hʌŋ, hʌŋ]	riippua; ripustaa
	have, had, had [hæv, hæd, hæd]	omistaa, olla jllak
	hear, heard, heard [hiə(r), hə:d, hə:d]	kuulla; saada kuulla, saada tietää
	hit, hit, hit [hit, hit, hit]	iskeä; osua
	hide, hid, hidden [haid, hid, hidn]	piilottaa; piileskellä
	hold, held, held [həuld, held, held]	pitää; vetää (esim. astiasta), sisältää
	hurt, hurt, hurt [hə:t, hə:t, hə:t]	loukata; tehdä kipeää

k	**keep, kept, kept** [ki:p, kept, kept]	pitää; säilyttää; pysyä, säilyä; tehdä jtk jatkuvasti
	kneel, knelt/kneeled, knelt/kneeled [ni:l, nelt/ni:ld, nelt/ni:ld]	polvistua
	knit, knit/knitted, knit/knitted [nit, nit/nitid, nit/nitid]	kutoa, neuloa
	know, knew, known [nəu, nju:, nəun]	tietää; osata, tuntea
l	**lay, laid, laid** [lei, leid, leid]	panna (pitkälleen); laskea, asettaa; kattaa (pöytä)
	lead, led, led [li:d, led, led]	johtaa, viedä, taluttaa
	lean, leant/leaned, leant, leaned [li:n, lent/li:nd, lent/ li:nd]	nojata, nojautua
	learn, learnt/learned, learnt/learned [lə:n, lə:nt/lə:nd, lə:nt/lə:nd]	oppia, opetella; saada tietää, saada kuulla
	leave, left, left [li:v, left, left]	jättää; lähteä
	lend, lent, lent [lend, lent, lent]	lainata jllek, antaa lainaksi
	let, let, let [let, let, let]	antaa, sallia, päästää; vuokrata, antaa vuokralle
	lie, lay, lain [lai, lei, lein]	maata, olla, sijaita
	light, lit/lighted, lit/ lighted [lait, lit/laitid, lit/laitid]	sytyttää
	lose, lost, lost [lu:z, lɔst, lɔst]	kadottaa, menettää
m	**make, made, made** [meik, meid, meid]	tehdä, valmistaa; saada jk tekemään jtk
	mean, meant, meant [mi:n, ment, ment]	tarkoittaa; merkitä; aikoa
	meet, met, met [mi:t, met, met]	tavata, kohdata; tulla vastaan
	mistake, mistook, mistaken [mis'teik, mis'tuk, mis'teikn]	erehtyä (luulemaan jtk jksk), käsittää väärin
	misunderstand, misunderstood, misunderstood [misʌndə'stænd, misʌndə'stud, misʌndə'stud]	ymmärtää väärin
	mow, mowed, mown/ mowed [məu, məud, məun/ məud]	leikata (ruohoa)
o	**overcome, overcame, overcome** [əuvə'kʌm, əuvə'keim, əuvə'kʌm]	voittaa
	overtake, overtook, overtaken [əuvə'teik, əuvə'tuk, əuvə'teikn]	ohittaa
p	**pay, paid, paid** [pei, peid, peid]	maksaa, antaa maksuksi; kannattaa
	put, put, put [put, put, put]	panna, asettaa
q	**quit, quit, quit** [kwit, kwit, kwit]	lakata tekemästä, luopua; sanoutua irti
r	**read, read, read** [ri:d, red, red]	lukea
	ride, rode, ridden [raid, rəud, ridn]	ratsastaa; ajaa (pyörällä); olla matkustajana
	ring, rang, rung [riŋ, ræŋ, rʌŋ]	soittaa; soida
	rise, rose, risen [raiz, rəuz, rizn]	nousta, kohota
	run, ran, run [rʌn, ræn, rʌn]	juosta; (kulkuneuvosta) kulkea; virrata, valua; johtaa, hoitaa (yritystä)

S

saw, sawed, sawn/sawed [sɔː, sɔːd, sɔːn/sɔːd]	sahata
say, said, said [sei, sed, sed]	sanoa
see, saw, seen [siː, sɔː, siːn]	nähdä; ymmärtää
seek, sought, sought [siːk, sɔːt, sɔːt]	etsiä, tavoitella
sell, sold, sold [sel, səuld, səuld]	myydä; mennä kaupaksi
send, sent, sent [send, sent, sent]	lähettää
set, set, set [set, set, set]	panna, asettaa, laskea (auringosta)
sew, sewed, sewn/sewed [səu, səud, səun/səud]	ommella
shake, shook, shaken [ʃeik, ʃuk, ʃeikn]	ravistaa, pudistaa
shed, shed, shed [ʃed, ʃed, ʃed]	vuodattaa, valaa, säteillä
shine, shone, shone [ʃain, ʃɔn, ʃɔn]	loistaa, paistaa
shoot, shot, shot [ʃuːt, ʃɔt, ʃɔt]	ampua, laukaista
show, showed, shown/ showed [ʃəu, ʃəud, ʃəun/ʃəud]	näyttää, osoittaa
shrink, shrank, shrunk [ʃriŋk, ʃræŋk, ʃrʌŋk]	kutistua
shut, shut, shut [ʃʌt, ʃʌt, ʃʌt]	sulkea; sulkeutua
sing, sang, sung [siŋ, sæŋ, sʌŋ]	laulaa
sink, sank, sunk [siŋk, sæŋk, sʌŋk]	upota; vaipua; upottaa
sit, sat, sat [sit, sæt, sæt]	istua
slay, slew, slain [slei, sluː, slein]	lyödä kuoliaaksi
sleep, slept, slept [sliːp, slept, slept]	nukkua
slide, slid, slid [slaid, slid, slid]	liukua
sling, slung, slung [sliŋ, slʌŋ, slʌŋ]	sinkauttaa, paiskata, heittää
slit, slit, slit [slit, slit, slit]	viiltää halki; haljeta
smell, smelt/smelled, smelt/smelled [smel, smelt/smeld, smelt/smeld]	haistaa; haista, tuoksua
sow, sowed, sown/sowed [səu, səud, səun/səud]	kylvää
speak, spoke, spoken [spiːk, spəuk, spəukn]	puhua
speed, sped/speeded, sped/speeded [spiːd, sped/spiːdid, sped/spiːdid]	kiitää, ajaa ylinopeutta; nopeuttaa, vauhdittaa
spell, spelt/spelled, spelt/spelled [spel, spelt/speld, spelt/speld]	kirjoittaa, tavata
spend, spent, spent [spend, spent, spent]	viettää; kuluttaa (aikaa, rahaa)
spill, spilt/spilled, spilt/ spilled [spil, spilt/spild, spilt/ spild]	läikyttää
spin, spun, spun [spin, spʌn, spʌn]	kehrätä; panna pyörimään; pyöriä
spit, spat/(Am) spit, spat/(Am) spit [spit, spæt/spit, spæt/spit]	sylkeä
split, split, split [split, split, split]	halkaista
spoil, spoilt/spoiled, spoilt/spoiled [spɔil, spɔilt/spɔild, spɔilt/spɔild]	turmella; pilata, hemmotella
spread, spread, spread [spred, spred, spred]	levittää; levitä, levittäytyä
spring, sprang, sprung [spriŋ, spræŋ, sprʌŋ]	hypähtää, hypätä

	stand, stood, stood [stænd, stud, stud]	seistä; sietää, kestää
	steal, stole, stolen [stiːl, stəul, stəuln]	varastaa; hiipiä, livahtaa
	stick, stuck, stuck [stik, stʌk, stʌk]	pistää; kiinnittää, juuttua; pitäytyä
	sting, stung, stung [stiŋ, stʌŋ, stʌŋ]	pistää (jollakin terävällä)
	stink, stank/stunk, stunk [stiŋk, stæŋk/stʌŋk, stʌŋk]	löyhkätä, haista
	stride, strode, stridden [straid, strəud, stridn]	harppoa, kulkea pitkin askelin
	strike, struck, struck [straik, strʌk, strʌk]	lyödä, iskeä; tehdä lakko; juolahtaa mieleen
	strive, strove, striven [straiv, strəuv, strivn]	pyrkiä, ponnistella
	sweat, sweat/sweated, sweat/sweated [swet, swet/swetid, swet/swetid]	hikoilla; rehkiä, raataa
	swear, swore, sworn [sweə(r), swɔː(r), swɔːn]	vannoa; kirota
	sweep, swept, swept [swiːp, swept, swept]	lakaista; pyyhkäistä
	swim, swam, swum [swim, swæm, swʌm]	uida
	swing, swung, swung [swiŋ, swʌŋ, swʌŋ]	heiluttaa, heilua
t	**take, took, taken** [teik, tuk, teikn]	ottaa; viedä
	teach, taught, taught [tiːtʃ, tɔːt, tɔːt]	opettaa
	tear, tore, torn [teə(r), tɔː(r), tɔːn]	repiä
	tell, told, told [tel, təuld, təuld]	kertoa, sanoa; käskeä
	think, thought, thought [θiŋk, θɔːt, θɔːt]	ajatella; luulla; olla jotakin mieltä
	throw, threw, thrown [θrəu, θruː, θrəun]	heittää
	thrust, thrust, thrust [θrʌst, θrʌst, θrʌst]	työntää, sysätä; tunkeutua
	tread, trod, trodden [tred, trɔd, trɔdn]	polkea, tallata, astua
u	**undergo, underwent, undergone** [ʌndəˈgəu, ʌndəˈwent, ʌndəˈgɔn]	läpikäydä, joutua kokemaan
	understand, understood, understood [ʌndəˈstænd, ʌndəˈstud, ʌndəˈstud]	ymmärtää
	undertake, undertook, undertaken [ʌndəˈteik, ʌndəˈtuk, ʌndəˈteikn]	ryhtyä, ottaa tehtäväkseen
	upset, upset, upset [ʌpˈset, ʌpˈset, ʌpˈset]	järkyttää, panna sekaisin
w	**wake, woke/waked/wakened, woken/waked/wakened** [weik, wəuk/weikt/weikənt, wəukn/weikt/weikənt]	herättää; herätä
	wear, wore, worn [weə(r), wɔː(r), wɔːn]	käyttää, pitää (yllään); kuluttaa; kulua
	weave, wove, woven [wiːv, wəuv, wəuvn]	kutoa (kangasta)
	weep, wept, wept [wiːp, wept, wept]	itkeä
	win, won, won [win, wʌn, wʌn]	voittaa
	wind, wound, wound [waind, waund, waund]	vääntää (käyntiin), kiertää; kiemurrella; vetää
	withdraw, withdrew, withdrawn [wiðˈdrɔː, wiðˈdruː, wiðˈdrɔːn]	vetää pois; vetäytyä; nostaa (rahaa)
	wring, wrung, wrung [riŋ, rʌŋ, rʌŋ]	vääntää, väännellä
	write, wrote, written [rait, rout, ritn]	kirjoittaa

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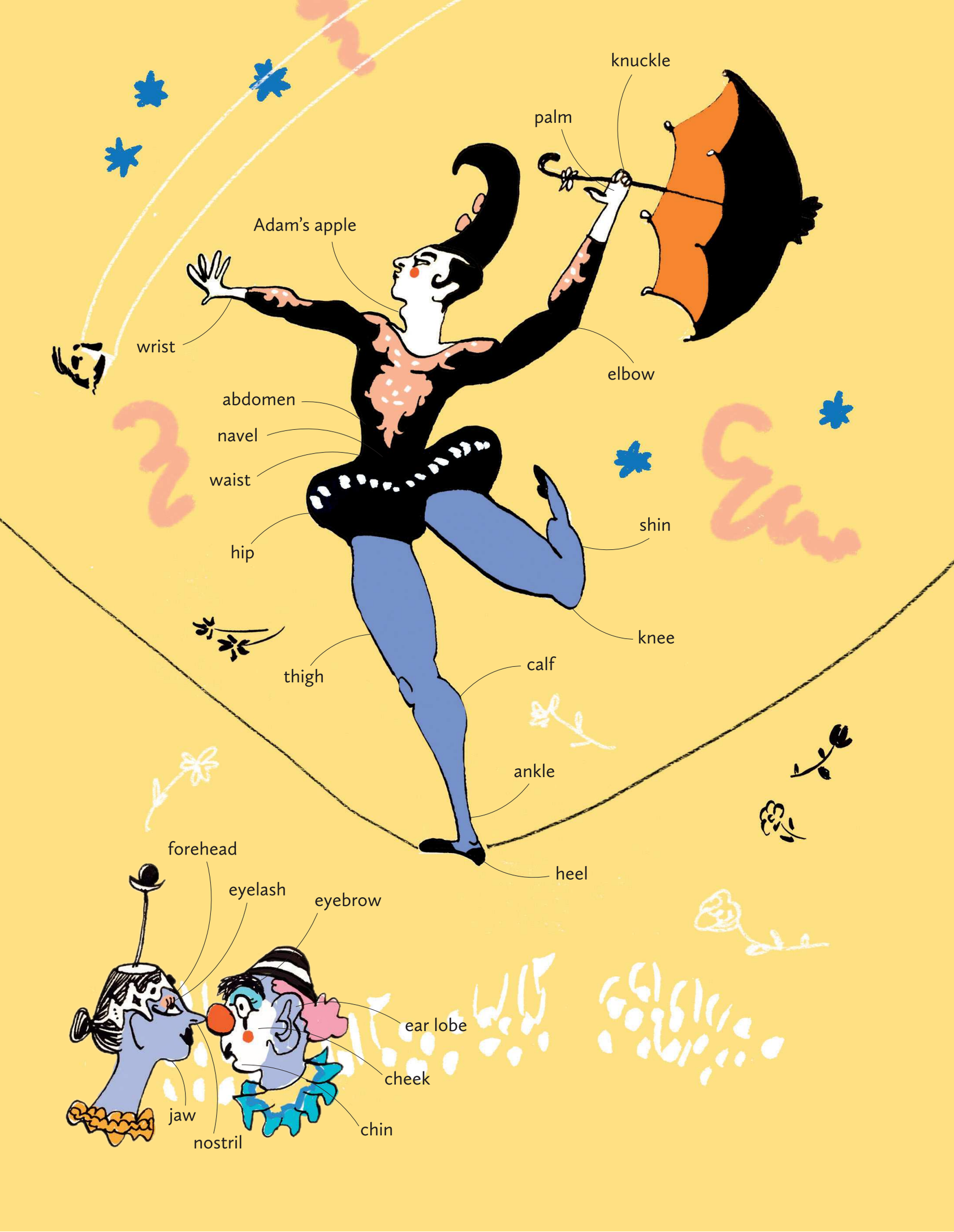
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palm
Adam's apple
wrist
elbow
abdomen
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waist
hip
shin
knee
thigh
calf
ankle
heel
forehead
eyelash
eyebrow
ear lobe
cheek
jaw
chin
nostril

Free time activities

A aerobics, abseiling, acrobatics, acting, aikido, archery, arts and crafts, auto racing

B badminton, baking, baseball, basketball, biathlon, bird watching, blogging, bowling, boxing, BMX

C camping, computer games, cooking, cross country skiing, curling, cycling, chess

D dancing, disc golf, diving, dog training

F fishing, football, floorball

G gambling, geocaching, golf, graffiti art

H hiking, horse riding, hunting

I ice hockey, ice skating, inline skating

J judo, jogging

K karate, kayaking, kickboxing, knitting

L laser tag, longboarding, long jump

M martial arts, music, marathon running, mountain biking

N netball

O online hobbies: blogging, chatting/dating/games/music/social networking, orienteering

P painting, parkour, photography, physical exercises and fitness activities, playing an instrument

Q quidditch

R reading, rock and mountain climbing

S sailing and boating, scuba diving, scrapbooking, singing, skateboarding, skiing, skydiving or parachuting, snowboarding, Sudoku puzzles, surfing, swimming

T tour skating, travelling

U ultimate

W weightlifting, woodwork, wrestling, writing

Y yoga